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ABSTRACT

This guide is a set of materials developed for use in adult education settings such as English-as-a-Second-Language (ESL) classes, community-based organizations, and parent groups for the purpose of helping immigrant parents see themselves as active participants in their children's learning. These materials are intended to meet the following goals: (1) to build on what people already know from their experience as parents and caretakers in their own countries; (2) to help parents restore their vision of themselves as first and primary teachers (something often lost in the immigration process); (3) to create opportunities for parents to explore similarities and differences between their new and native countries and to build bridges to link the two experiences; and (4) to encourage parents to define and keep values and traditions which are meaningful parts of their culture. This guide is divided into the following six modules: "Bridging Cultures"; "Schools Are Part of the Culture"; "Parents and Teachers"; "Discipline"; "Life at School"; and "Families." A "User's Guide" is also included. (Adjunct ERIC Clearinghouse for ESL Literacy Education) (KFT)

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LEP Parent Involvement Project

A Guide for Connecting Immigrant Parents and Schools

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2001

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LEP Parent Involvement Project
Overview

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In designing the materials we had the following goals in mind:

1. To build on what people already know from their experience as parents and caretakers in their own countries.

2. To help parents restore their vision of themselves as first and primary teachers. (This vision is often lost in the immigration process).

3. To create opportunities for parents to explore similarities and differences between their new and native countries and to build bridges that will link the two experiences.

4. To encourage parents to define and keep values and traditions which are meaningful parts of their cultures.

It is important to teach newcomer parents about the American education system and to enable them to find their role in the process. We hope teachers, trainers and community leaders will use these materials with parents as a means to help them develop the skills and confidence to make those first steps toward becoming an integral part of their children's education.

Diane Pecoraro, Adult Basic Education and ESL Specialist, CFL

Bounlieng Phommasouvanh, former K-12 ESL Program Specialist, CFL

Paul Magnuson, K-12 ESL Program Specialist, CFL

Modules 1, 2 and 3 - 1990 - Revised 2001
Module 4 and Users Guide - 1991 - Revised 2001
Modules 5 and 6 - 2001

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User's Guide

Module 1

Bridging Cultures

Module 1

Bridging Cultures

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MINNESOTA DEPARTMENT OF

Children, Families & Learning

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Bridging Cultures
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Overview

Newcomer parents often express concern about their children's education and uncertainty about their role in their learning process. The following lessons are meant to speak to those concerns. They put forward the idea that families are powerful molders of their children's attitudes, motivation, self-discipline and self-esteem. These traits, in turn, significantly influence how successful children will be in school. Moreover, parents' ability to guide does not depend on their proficiency in English.

These materials aim to help parents recognize the strengths they bring to child raising and to reassure them that the skills they have are valuable. The topics presented should provide a jumping off point for discussion, sharing and support among parents in the group.

There are six modules in the Limited English Proficient Parent Involvement Project.

1. **Bridging Cultures**
2. **Schools Are Part of the Culture**
3 **Parents Are Teachers**
4. **Discipline**
5. **Life at School**
6. **Families**

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4. To encourage parents to define and keep values and traditions which are meaningful parts of their cultures.

(Overview continued)

It is important to teach newcomer parents about the American education system and to enable them to find their role in the process. We hope that teachers, trainers and community leaders can use these materials with parents as a means to help them develop the skills and confidence to remain an integral part of their children's education.

It is hoped that as families develop skills and gain confidence in parenting in a new culture, they will want to become more actively involved in their children's learning, both at home and at school.

Judy Strohl, Diane Pecoraro, and Paul Magnuson, August 2001

Some Important Words to Know

→ Write the meaning in the space next to the word.

compare _____

culture _____

dating _____

embarrassed _____

other _____

part _____

religion _____

Other :

_____

_____

_____

_____

_____

MODULE 1:
BRIDGING CULTURES

What is Culture?

We are like fish. Culture is the water we swim in. It is all around us. When we jump out of the lake into the air, we understand how much we need the water. When we leave our culture, we understand how important it is to us.

→ **Think about these questions:**

- What do you like to eat?
- What time do you like to eat?
- What religion do you practice?
- If a party starts at 8:00, what time will you arrive?
- When should men and women get married?
- What is important to you?

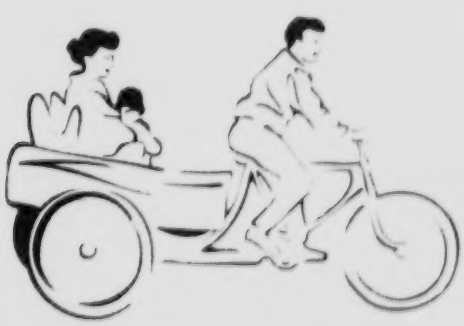
People from different cultures will give different answers to these questions. Different groups and different cultures don't all have the same clothes and food. Their ideas are different too.

Culture Chart

→ A. Think about your culture and American culture. Write some things that are different on the chart below. Discuss your answers with your group.

CULTURE CHART:

	MY CULTURE	AMERICAN CULTURE
FOOD		
SMOKING		
CLOTHES		
DRIVING		
HOW TO ACT AT WORK		
FAMILY		
PARENTS		
FRIENDS		
THE MOST IMPORTANT THING IN THE WORLD		



(Culture Chart continued)

	MY CULTURE	AMERICAN CULTURE
THE ELDERLY		
SCHOOL		
TEACHERS		
RELIGION		
MONEY		
MEDICAL TREATMENT		
MARRIAGE		
DATING		
CHILDREN		

→ **B. Write and Discuss:**

1. Think of some things that are the same in your native culture and in American culture.

2. Which things from your culture do you want to keep in the U.S.?

3. Which things will be very difficult to keep in the U.S.?

Building Pride in your Culture

Your children will be part of two or more cultures. They will have their family culture and the culture of the United States too. They are lucky, but they also have a hard job.

Sometimes it is not easy to be part of two cultures. Children lose parts of their first culture as they live in the new culture. Sometimes they will have to make difficult choices between their family's ideas and the ideas they see on TV, in movies, and at school.

Families and communities can do many things to keep their culture in the United States. They can teach children about their first culture so that the children do not forget it. They can help children feel good about both of their cultures.

→ Write And Discuss:

A. Why is it important to keep your first culture in the U.S.?

1. _____

2. _____

3. _____

B. What things do you do now to keep and remember your culture?

1. _____

2. _____

3. _____

Homework

→ Look at the activities below. Choose one to do with your family. Report about your activity to the group at your next meeting.

1. Begin a scrapbook of photos and drawings about your culture.

2. Play with your child. Play a game that you learned when you were young.

3. Tell a story to your child. Tell a story that your parents told you.

4. Teach your child a song or a dance that you learned when you were young.

5. Make something special together with your child. Make something that you learned to do from your family.

6. Give your child something from your culture to take to school. Let her/him explain it to the teacher. Examples: a picture, a musical instrument, a food, special clothes.

7. Your suggestion:

_____

_____

_____

_____

_____

_____

_____

_____

8. Cooperative Assignment (see next page)

Cooperative Assignment: Parents & Children

Important Times in Our Lives

Child's Name	Birth	5 years old	10 years old	15 years old	20 years old	25 years old

Parent's Name	Birth	5 years old	10 years old	15 years old	20 years old	25 years old

→ Directions:

1. Write your name and your child's name.
2. Work with your child.
3. Choose different ages.
4. Fill in important things that happened to each of you at that age.
5. Compare the things that are the same and different.
6. Discuss why things are different between cultures.

Same _____

_____

_____

_____

Different _____

_____

_____

_____

Problem Posing Story

Hai and His Children

Hai is 55 years old. He came from Vietnam with his wife and four children. He speaks little English.

The children speak English well and have American friends. The oldest children read Vietnamese, but they don't want to speak it. The youngest children understand some Vietnamese but not a lot. This makes Hai unhappy.

Hai is sad and angry about another thing too. The children dress in strange clothes. Their haircuts are also funny. He is embarrassed by his children.

→ Questions:

1. Why does Hai feel sad? _____
_____
_____

2. How can Hai explain his problem in English? _____
_____
_____

3. a. What questions can he ask his children? _____
_____
_____

b. What do you think his children will answer? _____
_____
_____

4. What people in the Vietnamese community can he talk to about his problems?
_____
_____
_____

5. Who can he talk to at school? _____
_____
_____

6. Do you have any advice for Hai? _____
_____
_____

Reflection Time

Instructors: Use this page to review lessons and check on learning.

→ Look back at the lessons you finished and fill out the form that follows:

Three things that were interesting:

1. _____
2. _____
3. _____

Two things that you would like to know more about:

1. _____

_____

2. _____

_____

One thing that was confusing:

1. _____

Module 2

Schools are Part of the Culture

Module 2

Schools are Part of the Culture

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MINNESOTA DEPARTMENT OF
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Schools are Part of the Culture
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Judy Strohl, Diane Pecoraro, and Paul Magnuson, August 2001

Some Important Words to Know

→ Write the meaning in the space next to the word.

attend _____

behave _____

compare _____

memorize _____

respectful _____

Other :

_____

_____

_____

_____

_____

MODULE 2:
SCHOOLS ARE PART OF THE CULTURE

Schools in Your Culture

Schools are not the same everywhere. Schools are different in different countries and cultures. The teachers have different responsibilities. The students study differently and act differently.

→ Directions:

1. Think about schools in your culture.
2. Write "true" or "false" about the sentences below.
3. Discuss your answers with the group.

A. In my country:

_____ 1. All children go to school.
_____ 2. Children go to school until they are 16 years old.
_____ 3. Students are respectful to teachers.
_____ 4. Parents help children with homework.
_____ 5. Students memorize many facts.
_____ 6. There is a lot of homework.
_____ 7. The teachers are friendly with the students.
_____ 8. Everyone in my country learns to read and write.
_____ 9. Teachers may hit students if the students don't do the right thing.
_____ 10. Students go to school 5 days a week.

→ B. Circle the "true" sentences about schools in your country. Write a paragraph using this information.

School Chart

→ Directions: Compare schools in your country with American schools. Think of some things that are different. Write them in the chart below. Discuss your answers with others in your group.

	IN MY COUNTRY	IN THE UNITED STATES
WHO GOES TO SCHOOL?		
WHAT IS THE SCHOOL'S JOB?		
HOW MANY YEARS DO STUDENTS ATTEND SCHOOL?		
HOW DO TEACHERS TEACH? **EXAMPLES:** COPYING LECTURE. GROUP DISCUSSIONS. QUESTIONS		
WHAT SUBJECTS DO THEY TEACH?		
HOW DO STUDENTS BEHAVE IN CLASS?		

(School Chart continued)

	IN MY COUNTRY	IN THE UNITED STATES
WHAT DO TEACHERS USE TO HELP STUDENTS LEARN? **EXAMPLES:** BOOKS, MOVIES, LIBRARIES, FIELD TRIPS, LABORATORIES, ETC.		
WHY DO PEOPLE GO TO SCHOOL?		
HOW DO STUDENTS BEHAVE TOWARD TEACHERS?		
HOW MUCH HOMEWORK IS THERE?		
ARE THERE AFTER-SCHOOL CLUBS AND SPORTS?		
HOW DO PARENTS HELP THEIR CHILDREN AT SCHOOL?		

→ **Additional Discussion Questions:**

A. Think of things that are the same for schools in your native country and in the United States.

_____

_____

_____

B. What are the differences between schools in your native country and in the United States?

_____

_____

_____

Problem Posing Story

Clubs and After-School Activities

Susanna has a problem. She has to work at night to support her family. She has three children. Her daughter, Maria, is 13. Her son, Roberto, is 14, and her son, John, is five. Maria usually baby-sits for her little brother after school so her mother can go to work.

Now Maria wants to join the band at school. She likes music and plays the violin. The band practices after school two times a week. She says, "I will be a better player if I can practice after school. I can learn more. And if I want to go to college, I need to do after school activities too." Susanna says, "You have to take care of your little brother. Band is not important."

→ Answer the following questions:

1. How can Susanna explain her problem in English?

2. What questions can Susanna ask Maria and Roberto?

3. What people in her family can she talk to about her problem?

4. What people in her community can she talk to about her problem?

5. What people at school can she talk to?

6. Do you have any ideas for Susanna and Maria?

Problem Posing Story

My Son Doesn't Do His Homework

Pang is worried about his son. His son's name is Tong. Tong is 15. He goes to high school. He is a good boy, but he doesn't do his homework. The teacher called Pang to tell him about the problem. Pang didn't know that Tong had homework every night because he had never seen Tong do homework. What can Pang do?

1. How does Pang feel?

2. How can Pang explain his problem in English?

3. What questions can Pang ask his son?

4. What questions about homework can Pang ask the teacher?

5. What people in the school can Pang talk to?

6. What can Pang do at home to help his son at school?

Reflection Time

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_____

2. _____

_____

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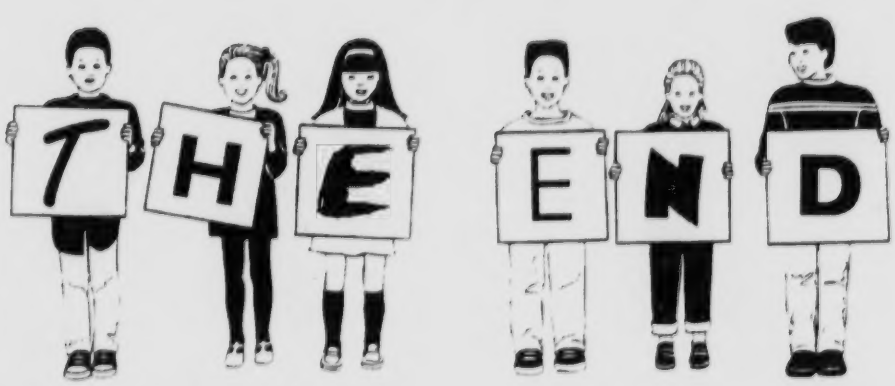

Module 3

Parents are Teachers

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Parents are Teachers
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Judy Strohl, Diane Pecoraro, and Paul Magnuson, August 2001

Some Important Words to Know

→ Write the meaning in the space next to the word.

choose _____

chores _____

exciting _____

follow directions _____

hero _____

plenty of _____

responsible _____

safety _____

shy _____

succeed _____

follow directions _____

valuable _____

Other :

_____

_____

_____

_____

_____

MODULE 3:
PARENTS ARE TEACHERS

You are your child's most important teacher. In a week, your child spends about 35 hours at school but more than 50 hours at home. Children learn valuable skills from you in the kitchen, in the yard, and at the supermarket. Every place is a learning place.

- If they help in the kitchen, they learn to follow directions to make something good to eat.

- If they help fix a bicycle, they learn to choose the right tools and to use them safely.

- If they take care of younger brothers and sisters, they learn to be responsible.

Families Are Teachers

→ **Think of some things you learned from your family when you were a child. Write them below:**

EXAMPLE: To plant a garden.
To tell the truth.

1. _____

_____

2. _____

_____

3. _____

_____

4. _____

_____

5. _____

_____

6. _____

_____

→ **Discussion Question: How did your parents teach you these things?**

→ **B. Imagine that you were in your native country. What things would you teach your children?**

EXAMPLE: To fish.
To respect the family.

1. _____

_____

2. _____

_____

3. _____

_____

4. _____

_____

5. _____

_____

6. _____

_____

→ **Discussion Question: How would you teach these things?**

→ **C. Think of some things you have already taught your children. Write them below:**

EXAMPLE: To tell the truth.
To play a game.

1. _____

_____

2. _____

_____

3. _____

_____

4. _____

_____

5. _____

_____

6. _____

_____

→ **Discussion Question: How did you teach these things?**

→ **D. Think of some things you want to teach your children in the future. Write them below:**

EXAMPLE: To ride a bicycle.
To write my language.

1. _____

_____

2. _____

_____

3. _____

_____

4. _____

_____

5. _____

_____

6. _____

_____

→ **Discussion Question: How will you teach these things?**

Helping Children Be Successful

→ **Directions: Read and answer "true" or "false." Then think about how you feel and talk about your answers with the other students in your class.**

_____ 1. If you don't speak English well, you can't help your children succeed at school.

_____ 2. At school, teachers want to know each student's ideas and opinions.

_____ 3. Students learn everything they need to know only at school.

_____ 4. You can teach your child something important in 10-15 minutes.

_____ 5. Children should not talk about their culture at school.

_____ 6. Telling your child stories in your language can help your child learn to speak and read in English.

_____ 7. Watching a lot of TV and videos will help your child learn English.

_____ 8. Children will be more successful at school if they forget their first language and culture.

_____ 9. If children want to stay up late on school nights, you should say, "Okay."

_____ 10. If you play games with your children, go fishing with them, and plant a garden together, they will be more successful at school.

_____ 11. It's a good idea to do homework at the same time everyday.

_____ 12. It's good for high school students to have a job after school.

_____ 13. If you have books or newspapers in your first language at home, it is good for your children.

_____ 14. If you take your children to the zoo, library and museum, they will be more successful in school.

_____ 15. Children need their own room so they can have a place to do home work.

Helping Children Be Successful

Answers	Explanations
1. False.	You can do many things to help your child although you don't speak English. Telling stories or reading in your first language is important. It's good to talk about the news together. You can go to places like the zoo and the library with your children. These are all good learning activities.
2. True.	Students need to learn facts. They also need to tell their opinions and give reasons for them.
3. False.	Parents are the first teachers. Students are only at school for about 30-35 hours a week. They learn from their families all the other hours.
4. True.	In five or ten minutes, your children can practice many useful things. A small child can repeat her name, address, birthday, and phone number. You can play a quick math game: count by 2's, 3's, 4's, etc. You can listen to spelling words for school. A small amount of time each day will add up to many hours.
5. False.	Teachers want to learn about their student's cultures. They want other students to learn about their cultures too.
6. True.	If you know stories in one language, it will be easier to learn them in a second language. Students will already know that most stories have a problem to solve and a hero who solves the problems. It will be easy to find ideas in an English language story.
7. False.	Some TV is fine, but more than two hours a day is not helpful. Parents should help children choose good programs. Sometimes you can watch programs together. Afterwards you can talk about the good and bad things you saw.
8. False.	Children learn better when they feel good about themselves, their families, and their cultures. They won't feel as shy about giving their ideas in class. They won't be afraid to try new things.

(Answers Continued)

9. False. Children study better if they have plenty of sleep. It's a good idea to go to sleep about the same time each night.

10. True. It's good to play games together. Children learn to follow the rules. Games like checkers and cards teach them to think ahead so they can win.

11. True. Some parents like their children to do homework before they can watch TV or play.

12. True. But they shouldn't work many hours. If they work too much, it will be hard to do homework and get enough sleep.

13. True. If children see their families reading, they will want to read also. They will learn that books have important ideas and that they are fun.

14. True. If your children go to places around your city and state, they will see many things. They will study about some of these things at school too. Your children will already know about some of these things and they will learn more easily.

15. False. They don't need their own room but they need a special space to keep homework books and papers. They need a space where they can do homework each day.

How Parents Can Help

→ **Look at the list below. Put an 'X' next to things you do now. Put a star "*" next to things you would like to do in the future.**

→ **Pick one thing that you will try to do next week. Circle that thing. Tell your group what you plan to do.**

Send Your Children to School Ready to Learn

_____ Make sure they have plenty of sleep.

_____ Make sure they eat a good breakfast.

_____ Make a quiet place to study and keep school papers.

_____ Choose a location in the house for book bags, to be placed the night before so everything is ready to go the next morning.

_____ Don't let them watch too much TV.

_____ Help young children choose what to wear the night before.

Support the School and Show Them That You Think its Important

_____ Hang up your child's papers from school.

_____ Talk about school. Ask what good or bad things happened at school.

_____ Visit the library together with student on a regular basis.

_____ Go to programs and teacher conferences at school.

_____ Have your child read aloud to you, even if you don't understand.

_____ Look over report cards. Call the school if you have questions. Usually there are translators to help.

_____ Take time to check that homework is finished. Children can keep a list of homework in a special little notebook for you to see.

Do Learning Activities At Home

_____ Spend time together. Some children like to talk when they are riding in a car. Washing dishes can be a time to talk, too.

_____ Talk about things they hear, see, touch, taste and smell.

_____ When you tell stories or watch TV, ask questions about who, what, where, when and why.

Activities To Try At Home

→ If you would like to do more learning activities at home, here are some ideas to try:

Reading
Read books. But read other things too. For example, signs in the street, food packages, calendars, lunch menus from school, your name in the telephone book, letters from your country.

Telephone
Call the store to find out the price of something.
Call for bus information.
Call the homework line for your school, if they have one.

Places to Go:
Visit different places in your neighborhood.
Go to a fire station,
Go to an airport,
Go to a park,
Go to a hospital,
Go to a nature center,
Go to a TV station,
Go to a farm,
Go to a pet store.
Talk about what you see.

Writing
Write down telephone messages.
Write shopping lists and lists of chores to do.
Write notes to friends and people in the family.
Hide a note in someone's pocket as a surprise.

Speaking
Start a story but stop at an exciting part. Let the children think about the end and finish the story.
Sing a song together.
Say a poem.
Tell a story into the tape recorder. Listen to it together.

Reflection Time

Instructors: Use this page to review lessons and check on learning.

→ Look back at the lessons you finished and fill out the form that follows:

Three things that were interesting:

1. _____

2. _____

3. _____

Two things that you would like to know more about:

1. _____

_____

2. _____

_____

One thing that was confusing:

1. _____

Module 4

Discipline

Module 4

Discipline

LEP Parent Involvement Project: A Guide for Connecting Immigrant Parents and Schools

MINNESOTA DEPARTMENT OF

Children, Families & Learning

PROJECT INFORMATION

These materials represent Phase I (Module 4) of the Limited English Proficiency (LEP) Parent Involvement Project, developed by the Minnesota Department of Children, Families & Learning (CFL) and supported with funds from the Office of Refugee Resettlement (ORR) as part of the Refugee Children School Impact Grant #90ZE0026.

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Under this grant two accompanying videos are available: **You Can Help Your Children at School,** and **You Can Talk with Your Child's School**. They are available in the following languages:

Amharic
English
Hmong
Russian
Somali
Spanish

http://cfl.state.mn.us/lep/Refugees.html
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Contact ABE/ESL 651/ 582-8424
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Discipline
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Overview

Newcomer parents often express concern about their children's education and uncertainty about their role in their learning process. The following lessons are meant to speak to those concerns. They put forward the idea that families are powerful molders of their children's attitudes, motivation, self-discipline and self-esteem. These traits, in turn, significantly influence how successful children will be in school. Moreover, parents' ability to guide does not depend on their proficiency in English.

These materials aim to help parents recognize the strengths they bring to child raising and to reassure them that the skills they have are valuable. The topics presented should provide a jumping off point for discussion, sharing and support among parents in the group.

There are six modules in the Limited English Proficient Parent Involvement Project.

1. **Bridging Cultures**
2. **Schools Are Part of the Culture**
3 **Parents Are Teachers**
4. **Discipline**
5. **Life at School**
6. **Families**

The Parent Involvement Project Training Materials were developed to be used in various adult education settings such as ESL classes, community-based organizations and parent groups for the purposes of helping immigrants and caretakers see themselves as active participants in their children's learning.

In designing the materials we had the following goals in mind:

1. To build on what people already know from their experience as parents in their own countries.
2. To help parents restore their vision of themselves as first and primary teachers. (This vision is often lost in the immigration process).
3. To create opportunities for parents to explore similarities and differences in their new and native countries and to build bridges that will link the two experiences.
4. To encourage parents to define and keep values and traditions which are meaningful parts of their cultures.

(Overview continued)

It is important to teach newcomer parents about the American education system and to enable them to find their role in the process. We hope that teachers, trainers and community leaders can use these materials with parents as a means to help them develop the skills and confidence to remain an integral part of their children's education.

It is hoped that as families develop skills and gain confidence in parenting in a new culture, they will want to become more actively involved in their children's learning, both at home and at school.

Judy Strohl, Diane Pecoraro, and Paul Magnuson, August 2001

Some Important Words to Know

→ Write the meaning in the space next to the word.

argument/argue _____

behavior _____

cheating _____

consequence _____

encourage _____

pre-school _____

responsible _____

self-esteem _____

sharing _____

stealing _____

trust _____

Other :

_____

_____

_____

_____

_____

Module 4
DISCIPLINE

INTRODUCTION - PARENTING IN A NEW CULTURE

Responsible, caring parents teach their children how to fit into the community they live in. For newcomer parents, this is not always easy. They want to preserve their "old" culture while living happily within their "new" American culture. But many newcomer parents learn that what was "right" or correct parenting behavior in their country may be incorrect or even unacceptable behavior in the United States. Parents want to know how to discipline and punish for "bad" or incorrect behavior and reward or praise for "good" or correct behavior. Methods of discipline are different around the world. Many newcomer parents worry if they do not speak English. They may have problems communicating with their children who adapt quickly to American life and language.

These materials aim to help newcomer parents recognize that:

1. As parents, they are the most important influence in their children's lives. They are powerful molders of children's attitudes, motivation, self-discipline end self-esteem. These traits, in-turn, greatly influence how successful children will be in school and in life.

2. Even though they may not speak English well or understand American culture, as parents, their role is very important. Parents' ability to guide and teach does not depend on their proficiency in English.

3. Their own culture has value. It is important to keep parts of the native culture, to try to understand the new culture, and find points where the two cultures can work together.

4. Communicating with children is important. Good communication can help prevent inappropriate behavior during childhood and adolescence.

5. It is not suggested that they lose their "old" parenting styles. However, this unit presents the opportunity to explore new and different American styles of parenting.

The exercises in this unit provide a starting place for discussion and sharing of parenting information among participants. Each lesson consists of a short reading to provide an entry point into the material, one or more exercises to complete and discuss, or a problem-posing story for the group to talk over and react to.

Activities can be completed in pairs, in cooperative groups, or in a large group. If the group is large, parents may want to go into three smaller groups. It is recommended that parents who have children the same ages work together.

1. Pre-school: small children not in school (ages 0 - 4)
2. Elementary: school age children (ages 5 - 11)
3. Teens: adolescents (ages 12 - 19)

PART I: WHO TEACHES CHILDREN?

Children learn from many people and things.

→ ACTIVITY 1: THINK
An American saying is, "An apple doesn't fall far from the tree."
Think about these questions:

What does this mean? _____
_____
_____

Do you have a saying like this in your country? What is it? _____
_____
_____

What does it mean? _____
_____
_____

→ ACTIVITY 2: SPEAK
Tell a story about how you learned to do something in your home country.

When you tell the story, answer these questions:

What did you learn?

Who taught you to do this?

How did they teach you? (Did they tell you or show you?)

Children learn from many people and things.

→ ACTIVITY 3: WRITE

In the space below, write all the people children learn from:

1. mother
2. father
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____

→ ACTIVITY 4: WRITE

Now, write all the things children learn from in the U.S.:

1. TV
2. books
3. _____
4. _____
5. _____
6. _____

→ ACTIVITY 5: DISCUSS

In your country, your children might not have learned from all of the people and things on the list, (Activities #3 and #4 above). How can some of the things and people on the lists be problems for you and your children in the United States?

PART II: PROBLEMS AND PUNISHMENT

Introduction: Sometimes your children do things you don't like and you punish them. Punishment tells a child that his or her action is wrong. Examples of punishment are hitting and shouting.

We will talk about some problems you have with your children and what to do about them.

→ ACTIVITY 1: CHART
Think about the problems you (and your children's teachers) may have with your children.
Look at the chart and check your choices.

I have problems with my PRESCHOOL children (ages 0-4) about this:	A LOT OF PROBLEMS	SOME PROBLEMS	NO PROBLEMS
eating			
fighting with other children			
going to bed			
going to the toilet			
having good manners			
staying clean			
putting toys away			
sharing things with other children			
other things? what are they?			

I have problems with: my ELEMENTARY school children (age 5-11) about:	A LOT OF PROBLEMS	SOME PROBLEMS	NO PROBLEMS
being lazy at home or at school			
cheating			
not helping at home			
not helping at school			
getting up on time			
going to bed			
going to school every day			
going to school on time			
spending too much time with friends			
joining a gang			
learning our culture and language			
not listening at home			
not listening at school			
not following rules			
spending too much money			
getting involved with drugs			
stealing			
taking care of appearance (hair, clothes)			
talking back at home or at school			
watching too much TV			
doing homework			
other things? what are they?			

I have problems with my TEENAGE children (ages 12-19) about:	A LOT OF PROBLEMS	SOME PROBLEMS	NO PROBLEMS
being lazy at home			
not helping at home			
cheating			
dating			
doing homework			
driving the car too fast			
fighting with other teenagers			
following friends who get into trouble			
getting up on time			
going to bed			
going to school every day			
going to school on time			
joining a gang			
learning our culture and language			
being late all the time			
not listening in class			
following rules			

(Teenage continued)

I have problems with my TEENAGE children (ages 12-19) about:	A LOT OF PROBLEMS	SOME PROBLEMS	NO PROBLEMS
having sex before marriage			
spending too much money			
staying out late at night			
stealing			
taking care of clothes, hair			
talking back			
not listening			
watching too much TV			
working after school			
not finishing high school			
getting married			
talking too much on the phone			
other things? what are they?			

→ ACTIVITY 2: WRITE

New Teachers, New Problems

As children grow older, they learn from many new people and things. Some of the things children learn are good (example: to be kind to other people). Some things they learn are not good (example: to smoke or drink).

Who teaches children at this age, and what do they teach?

Age 0-4
(example: Parents teach children to speak their language.)

Age 5-12
(example: Teachers teach children to read and write.)

Age 13-19
(example: Friends teach each other about making and keeping friends.)

→ ACTIVITY 3: DISCUSS

When children get older, they learn from new people and things outside the home. What problems can this cause in the family?

→ ACTIVITY 4: CHART

What do parents in your culture do when they have problems with their children? Look at the chart below, and check your choices.

How I handle problems:	A LOT	SOMETIMES	NEVER
Talk quietly about the problem			
Tell a story to teach right from wrong			
Tell a story to make the child feel shame			
Yell or shout with anger			
Call the child bad names			
Threaten ("If you do this, I'll ...")			
Shame the child			
Look at the child in an angry or sad way			
Not talk or look at the child			
Make the child be alone for a few minutes			
The child must be with you, but must sit in a chair or a special room and be quiet			
Ground (the child has to stay home for a day or longer).			
Do nothing to solve the problem			
Take away something the child likes for a short time			
spank the child (hit gently on hand or backside)			

→ ACTIVITY 5: WRITE

Look at your checks on the chart #4. Copy the things parents do about problems in the space below.

In my culture, when a child does something bad, parents ...

_____
_____
_____
_____
_____
_____
_____
_____

→ ACTIVITY 6: WRITE AND DISCUSS

1. Hitting hard and injuring a child is not okay in the United States. Is spanking children okay?

_____
_____

2. What works best in your culture when you don't like what your child does?

_____
_____

3. Do you think shaming children is a good way to correct bad behavior? Why or why not?

_____
_____

4. a. What is a problem you have that you would like to know how American parents handle?

_____
_____

b. What do you do about that problem now?

_____
_____

→ ACTIVITY 7: READ

Here are some things you and teachers can do together if your child has a problem.

- Watch your child's behavior and talk about the behavior with the teacher.

- Talk with the teacher about how to solve problems.

- Talk with other people at school (principal, counselors, social workers or the PTA).

- Talk to other parents.

- Ask the teacher about the good things your child does. Then praise your child about those good things.

→ ACTIVITY 8: DISCUSS AND WRITE

Giving Your Child More Freedom

1. As children grow older they want more freedom and independence. What are some times when you could give your children more freedom to choose and it won't make too much difference? (Example: homework, clothes.)

_____

_____

_____

2. What are some choices young children can make?

_____

_____

_____

3. Why would you and your children be happier in your home if your children have some freedom?

_____

_____

_____

→ ACTIVITY 9: READ

American parents have the same problems you have. They do many of the same things you do to manage problems with their children.

Some ways work better than others. One way that often works very well is to make children know what they have done something wrong so they realize the consequence of their action. In this way, children learn to be responsible for their own behavior or actions. The punishment is directly related to the child's behavior, and it teaches the child something that will last a long time. This is called a **logical consequence**.

For example: *If a child is late for dinner, there is nothing to eat. (Action - Late for dinner: Consequence = No dinner).

*If a child loses the scissors, she must earn or save money to replace it. (Action - Loses scissors. Consequence = Earns money to replace it)

*If a child fails a test, he cannot watch TV. He must use the time to study. (Action - Fails test. Consequence = No TV.)

Remember these things when you talk about logical consequences:

1. Think about what happened.

2. Choose a consequence that is related to the child's action.

3. Choose a consequence that is important to the child.

4. Choose a consequence you can actually do. (Don't say, "I won't let you go to school." because you can't do that.)

5. Choose a time for the consequence that is close to the action.

6. Discuss with the child ways that the child can fix the situation. (Say: "Let's see. How can you fix this or make it better?")

→ ACTIVITY 10: PROBLEM SOLVE IN A GROUP

Practice
Look at the list of problems on pages 11-14, Activity 1: Chart "I have a problem with..."
Look at the problems you checked. Write down those problems, and write logical consequences which relate to the problem.

Example: If my child talks back and raises his/her voice to me, I say, "Let's stop talking now because nothing is coming out of this. Let's try again in 30 minutes."

Problem	Logical Consequence

→ ACTIVITY 11: TRUE OR FALSE

Check True, False or Maybe, then discuss your answers with others.

	TRUE	FALSE	MAYBE
1. It is important to punish strongly on all things.			
2. There are some things I could punish more strongly.			
3. Hitting or spanking children is okay.			
4. The best way to punish children is by shaming them.			
5. There are many ways to punish children.			
6. All children need discipline.			
7. Children learn from stories.			
8. Parents should talk to children about the behavior they expect.			
9. Listening to children is important.			
10.There are some things I could punish less strongly.			

→ ACTIVITY 12: PROBLEM STORY

The Girl Who Is Late

Huynh and Lam have a teenage daughter. The daughter's name is Quy. She is 13. She goes to junior high school. She must take a bus to school every day. Her parents work. She often misses her bus because she takes a long time to get dressed and comb her hair. When she misses the bus, she returns home. She calls her parents at work and asks them to drive her to school. They cannot come home and pick her up because they work. She stays at home and misses school. The school has notified the parents that Quy is often late and has been absent many days. What can the parents do?

1. How do the parents feel about Quy missing the bus?

_____

_____

_____

2. How can the parents explain this problem in English?

_____

_____

_____

3. What questions can the parents ask Quy?

_____

_____

_____

4. What people in the community can Quy's parents talk to?

_____

_____

_____

5. What people in the school can Quy's parents talk to?

_____

_____

_____

6. What can the parents do at home to help Quy be on time?

_____

_____

_____

PROBLEM STORY

My Son Is In Trouble

My name is Oukham. I am from Laos. My son's name is Foun. He is 14 years old. He goes to junior high school. He is in the 8th grade. This morning, the principal of the junior high school called me. He said that my son was in trouble because he and three other boys beat up a boy outside of school. The boy had a broken arm and many cuts on his face. The police came. I must go to school and speak to the principal. I am scared and confused. I am angry with my son, too.

1. How does Oukhom feel?

_____
_____
_____

2.How can Oukhom explain his problem in English?

_____
_____
_____

3. What questions can Oukhom ask his son?

_____
_____
_____

4. What questions can Oukhom ask the principal?

_____
_____
_____

5. What people in his community can Oukhom talk to about his problem?

_____
_____
_____

6. What people in the school can Oukhom talk to?

_____
_____
_____

7. What can Oukhom do at home to help his son?

_____
_____
_____

PART III: COMMUNICATION: TALKING AND LISTENING

Talking With and Listening To Your Child

American people believe that children should express their ideas and opinions. Each family must decide what things a child can and cannot do.

In many other cultures, respect for age and authority is more important than reasoning or talking out a problem together. Everyone understands the same rules for behavior. But in America, parents may have different rules from one family to another, so it can be confusing for parents to know what way is best.

→ ACTIVITY 1: DISCUSS

1. "Children should be seen and not heard" is an old saying. What does it mean? What do you think of the idea?

_____
_____
_____

2. Why is listening to children important?

_____
_____
_____

3. How can you learn to talk more with your children?

_____
_____
_____

4. Who can help you?

_____
_____
_____

→ ACTIVITY 2: READ

Ideas For How To Listen To Children

*Let children express their opinions and ideas.

*Listen and don't say anything until they finish.

*Ask them what response they want. (examples: opinion, sympathy)

*Don't criticize everything they say.

*Encourage them to give more ideas and solutions to a problem.

*Practice reflective listening. (example: I hear you saying that you are angry.)

*Let them win an argument sometimes.

*Let them be right sometimes when they are right.

→ ACTIVITY 3: PROBLEM POSING STORIES

Story 1 is for parents with children ages 3-12.

Maria is 6. She doesn't like to go to school. Every night she worries. Every morning she cries. Sometimes she says she won't go to school. Her parents worry.

Questions:

1. How do Maria's parents feel?

2. How can Maria's parents explain their problems in English?

3. A. What questions can they ask their daughter?

   B. How do you think Maria will answer her parents?

   C. How can they listen well?

4. What people in their community can Maria's parents talk to?

5. What people at school can Maria's parents talk to?

6. Do you have any advice for Maria's parents?

→ READING

Story 2 is for parents with children 13-17 years old.

Lee is 15. He isn't interested in school. Some days he goes to school late. Some days he skips school and he doesn't tell his parents. The teacher called the parents. Lee's parents are sad and embarrassed about their son. They don't know what to do.

Questions:

1. How do Lee's parents feel? _____

_____

2. How can Lee's parents explain their problem in English?

_____

_____

_____

3. A. What questions can they ask their son? _____

_____

_____

B. How do you think Lee will answer his parents? _____

_____

_____

C. How can the parents listen well? _____

_____

_____

4. What people in their community can Lee's parents talk to?

_____

_____

5. What people at school can Lee's parents talk to? _____

_____

_____

6. Do you have any advice for Lee's parents? _____

_____

_____

7. Many American children act the same as Lee. What do you think American parents do?

_____

_____

_____

→ READING

Story 3 is for parents who have teenage children ages 18-19.

Lin is 19. She is a senior in high school. She wants to go to vocational school or to college or the university. Her parents want her to get married to a young man from her own culture. Lin doesn't want to get married. Lin and her parents are angry and they fight a lot.

Questions:

1. How do Lin's parents feel?

2. How can Lin's parents explain their problems in English?

3. A. What questions can they ask their daughter?

   B. How do you think Lin will answer her parents?

   C. How can they listen well?

4. What people in their community can Lin's parents talk to?

5. What people at school can Lin's parents talk to?

6. Do you have any advice for Lin's parents?

7. Many parents want their children to do something, but the children want to do something else. What can parents do?

→ READING

Story 4 is for parents with children 13-17 years old.

Lucy and Her Teenage Friends

Anna is confused. Her daughter Lucy is in high school. Lucy has many American friends. The American girls like to go to dances at school and to the movies on weekends. Anna thinks American teenagers are noisy, and they do not respect their parents. She does not want Lucy to go out at night with her friends. Anna's husband wants Lucy to stay home, too. Lucy is unhappy with her parents. She wants to be like her American friends. She thinks her mother and father do not understand American life.

Questions:

1. What is the problem?

_____

_____

2. How can Anna explain her problem in English?

_____

_____

3. How does Anna feel? How does Lucy feel?

Anna:_____

Lucy:_____

4. What people in the community can Anna talk to about her problem?

_____

_____

5. What advice can you give to Anna?

_____

_____

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PART IV: PRAISING AND REWARDING FOR GOOD BEHAVIOR

Parents show their love and pride in their children in many different ways. It is important to praise and encourage children so they continue to do good things and so they know they are doing the right things.

→ ACTIVITY 1: THINK AND WRITE

How do parents in your culture tell children they've done something good? Check your answer.

____Tell them they are good (Praise them.)

____Tell them their work is good

____Tell other people about it

____Write a note (example: Very Good Work!)

____Don't say anything

____Say, "I love you"

____Look at the child in a nice way

____Smile

____Kiss

____Hug

____Touch

____Give a gift (money, clothes, a special food)

____Go somewhere the child likes to go

____Do or make something together

____Other. Explain: _____

→ **ACTIVITY 2: WRITE**

Directions: Look at Activity 1 on page 32. Write in the space below a paragraph about how parents praise or reward children.

A. In my culture, to praise or reward a child, parents usually....

_____

_____

_____

_____

B. In American culture, to praise or reward a child, parents usually...

_____

_____

_____

_____

→ **ACTIVITY 3: DISCUSS**
Look at the checks you made in Activity 1, Page 32.

1. What works well when you correct and praise your children? Why?

_____

_____

2. How does praise help a child to feel good about himself or herself?

_____

_____

3. What are some times when you would like to know how American parents praise their children?

_____

_____

→ ACTIVITY4: SPEAK AND READ

If you would like to try praising your children more, here are some English words you can say. Practice reading these words.

Excellent
Great
Perfect
Good
Nice work
Beautiful
How nice
How smart
Good job
Good for you
I like you
Beautiful work
Super
Wonderful
That's correct
I love you
That was nice of you
Good progress
Thank you for helping me
You're responsible
That's very helpful
Good idea (Good thinking)
Nice try

***It is a good idea to praise a specific action. (example: It was nice of you to help me **cook dinner last night**).

Talk about these questions:

1. What words will you try at home with your children?

2. When can you say these words to your children?

→ ACTIVITY 5: READ

Self-esteem is how I feel about myself. I can feel good or bad about myself. If I feel good, my self-esteem is strong and I feel good about myself. Some days my self-esteem is weak, and I feel bad about myself. Self-esteem can change from day to day. Good self-esteem is very important for children because it helps them develop good attitudes and feelings about themselves and other people.

Here are some ways you can help your children have self-esteem:

- Believe in them.
- Don't compare them with other children or brothers and sisters.
- Recognize their good work and good action at school and at home.
- Give them a job to do themselves.
- Practice saying "thank you" to each other.
- Ask for their opinions and ideas.
- Trust their decisions and ideas and trust them.
- Forgive them if they do something wrong.
- Listen to them carefully.
- Encourage their independence.
- Encourage learning something new.
- Praise them.
- Help them find things they do well so they feel successful.

→ ACTIVITY 6: DISCUSS

1. How do parents and teachers develop self-esteem in children in your culture? (Look at the list in Activity 5 for ideas.)

2. What new ways will you try in the U.S.?

→ ACTIVITY 7: STORY

This story is about children ages 3-12.

Tanya is 6. Everyday she goes happily to school. She is learning English and doing very well in school. She is also learning about her own culture. Her parents are proud. Tanya's teacher wants to meet the parents. She invites them to come to school.

Questions:

1. How do Tanya's parents feel?

2. What can they say to her?

3. Why should Tanya's parents meet the teacher?

→ STORY

This story is about children ages 13-17

Neng is 16. He is a good student. His teachers like him. He has many friends and he is a leader. He helps other students in math. His parents are proud of him. His math teacher wants to meet his parents.

Questions:

1. How do Neng's parents feel?

2. What can they say to him?

3. Why should Neng's parents meet the teacher?

PART V: RESOURCES

MORE IDEAS AND RESOURCES

It is important to talk to other people in the school and community about your children. Many people can help you with advice and different ideas.

→ ACTIVITY 1: TALK TO OTHER PEOPLE

Invite someone to talk about discipline in school or at home. These people can help you:

Adult Family and Friends:

____ Relatives. Who?_____

____ Other adults. Who?_____

Adults from your children's school:

____ classroom teachers
____ ESL teachers
____ club advisors
____ sports coaches
____ social workers
____ school psychologists
____ principals
____ counselors
____ others? Who are they?_____

Adults from the community:

____ religious leaders
____ community leaders
____ social workers
____ police
____ child protection workers
____ Mutual Assistance Association (MAA) workers
____ mental health workers
____ youth workers
____ support groups. Who?_____
____ others? Who are they? _____

→ **ACTIVITY 2: DISCUSS**
Look at the list in Activity 1, page 38

1. Who among these people would you like to talk with? (Make a check next to each person.)

2. What problems would you like to talk about?

3. What questions can you ask them?

4. Who could help you if you don't speak English well?

→ **ACTIVITY 3: WRITE**
Write a letter to invite someone from your child's school to come to visit your class to talk about discipline.

Date:

Dear _____.

Sincerely,

REVIEW AND FOLLOW-UP

1. What new ways of discipline will you try at home with your children?

2. What would you like to talk to your children about?

3. What did you learn about being a parent in the United States?

4. What can you teach American parents about discipline?

5. Tell the class about a change you made with your children.

6. What problems would you like to talk more about?

Reflection Time

Instructors: Use this page to review lessons and check on learning.

→ **Look back at the lessons you finished and fill out the form that follows:**

Three things that were interesting:

1. _____

2. _____

3. _____

Two things that you would like to know more about:

1. _____

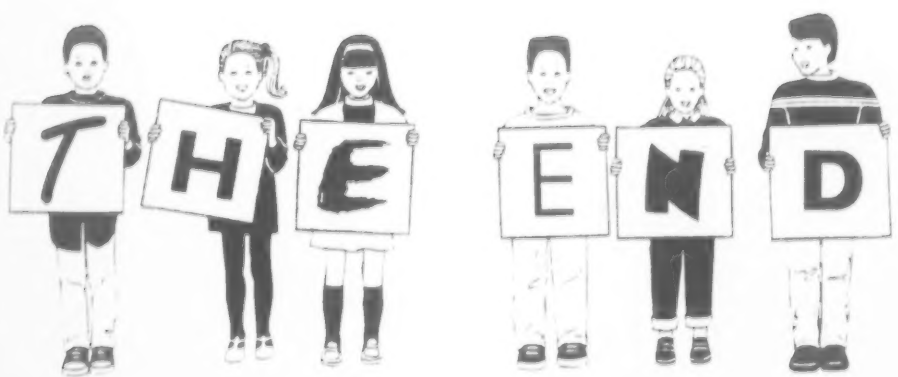
_____

2. _____

_____

One thing that was confusing:

1. _____



Module 5

Life at School

Module 5

Life at School

LEP Parent Involvement Project: A Guide for Connecting Immigrant Parents and Schools

MINNESOTA DEPARTMENT OF

Children, Families & Learning

PROJECT INFORMATION

These materials represent Phase II (Module 5) of the Limited English Proficiency (LEP) Parent Involvement Project, developed by the Minnesota Department of Children, Families & Learning (CFL) and supported with funds from the Office of Refuge Resettlement (ORR) as part of the Refugee Children School Impact Grant #90ZE0026

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Under this grant two accompanying videos are available: **You Can Help Your Children at School,** and **You Can Talk with Your Child's School**. They are available in the following languages:

Amharic
English
Hmong
Russian
Somali
Spanish

http://cfl.state.mn.us/lep/Refugees.html

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Contact ABE/ESL 651/ 582-8424
Contact K-12/ESL 651/ 582-8594

Life at School
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Overview

These materials aim to help parents recognize the strengths they bring to child raising and to reassure them that the skills they have are valuable. The topics presented should provide a jumping off point for discussion, sharing and support among parents in the group.

There are six modules in the Limited English Proficient Parent Involvement Project.

1. **Bridging Cultures**
2. **Schools Are Part of the Culture**
3 **Parents Are Teachers**
4. **Discipline**
5. **Life at School**
6. **Families**

The Parent Involvement Project Training Materials were developed to be used in various adult education settings such as ESL classes, community-based organizations and parent groups for the purposes of helping immigrants and caretakers see themselves as active participants in their children's learning.

In designing the materials we had the following goals in mind:

1. To build on what people already know from their experience as parents in their own countries.
2. To help parents restore their vision of themselves as first and primary teachers. (This vision is often lost in the immigration process).
3. To create opportunities for parents to explore similarities and differences in their new and native countries and to build bridges that will link the two experiences.
4. To encourage parents to define and keep values and traditions which are meaningful parts of their cultures.

(Overview continued)

It is important to teach newcomer parents about the American education system and to enable them to find their role in the process. We hope that teachers, trainers and community leaders can use these materials with parents as a means to help them develop the skills and confidence to remain an integral part of their children's education.

It is hoped that as families develop skills and gain confidence in parenting in a new culture, they will want to become more actively involved in their children's learning, both at home and at school.

Judy Strohl, Diane Pecoraro, and Paul Magnuson, August 2001

Some Important Words to Know

→ Write the meaning in the space next to the word

activity	_____
attend	_____
celebrate	_____
consequence	_____
cooperate	_____
costume	_____
dress up	_____
elementary school	_____
event	_____
field trip	_____
habit	_____
independent	_____
interest	_____
opportunity	_____
participate	_____
performance	_____
program	_____
progress	_____
reflect	_____
responsibility	_____
rules	_____
semester	_____
share	_____
supervise	_____
support	_____

1. American Schools

School is a big part of a child's life. Children may start school when they are around five years old and attend school until they are around eighteen years or older. They begin in elementary

school, go on to middle school and continue on to high school. There are usually twelve years of school required in Minnesota.

My Child's School

→ **Fill in the information about your daughter 's or son's school:**

Child's Name _____
My child attends _____
The address is _____
The phone number is _____
The school starts at _____
School is finished at _____
My son/daughter is in grade _____
He/she gets up for school at _____
My child leaves for school at _____ and comes home at _____
She/he does homework (after school) (in the evening) (circle one)

The School Day

The school day is about 6 1/2 hours long. For example, school may begin at 8:30 in the morning and end at 3:00 p.m. Students take different subjects during the day. Most schools offer reading, math, social studies, science, language arts, physical education and music. These are required classes. There may be other classes that students can choose, like business and world languages. These are called elective classes.

Students can buy lunch at school or bring their own. At many schools they can also eat breakfast before school.

Parent/Child Interview:

→ **Ask one of your children about his or her schedule of classes.**
→ **Fill out the schedule form below:**

Class Schedule

Child's Name _____

Period	Monday	Tuesday	Wednesday	Thursday	Friday

1					
2					
3					
4					
5					
6					
7					
After school activities					

Materials and Equipment

There are many books at school. But students use many kinds of materials and equipment at school besides books.

→ **Make a check mark ☑ under the class that uses each kind of material. Some things may be used in more than one class.**

Classes:

Materials	Wood-shop	Science	Math	Art	Music	Gym	Social Studies	Health
Saw								
Microscope								
Crayons								
Marker								
Scissors								
Ruler								
Calculator								
Globes								
Piano								
Basketball								
Map								
Microscope								
Sneakers								
Computer								
Skeleton								
Video								
Tape cassette								

The School Year

Students attend school for about ten months a year. School usually begins after Labor Day in September and continues until June. In the summer students have vacation. Sometimes they go to summer school.

The school year is divided into several parts. Some schools have two parts called semesters. Other schools have four parts called quarters. Students may have the same classes all year or they may have different classes each semester or quarter.

The school often sends home a calendar of events at school. It shows vacations, conferences and other important dates. Here is an example of a school calendar for one month.

January

Sun	*Mon*	*Tue*	*Wed*	*Thu*	*Fri*	*Sat*
	1 New Year's Day	**2** Winter Recess	**3** Winter Recess	**4** Winter Recess	**5** Winter Recess	**6**
7	**8**	**9**	**10**	**11**	**12**	**13**
14	**15** Martin Luther King Holiday	**16**	**17**	**18**	**19**	**20**
21	**22**	**23**	**24**	**25** K Release Day **Parent-Teacher Conferences**	**26** KEMS Release Day **Parent-Teacher Conferences**	**27**
28	**29**	**30** **Picture Day**	**31**			

2001

(School Calendar continued)

→ **Answer these questions:**

1. When is winter break? _____
2. When is winter break finished? _____
3. Is there school on January 15? _____
4. Which days are parent-teacher conferences on? _____
5. When will they take children's pictures at school? _____
6. What day comes after Wednesday? _____
7. What happens on a Release Day? _____
8. What day is New Year's Day? _____
9. How many days are in January? _____
10. On what day of the week does February start? _____

Registration

When students come to school the first time they must register and give information about health, family and education. Sometimes they take a test to help decide if they should have help with English as a Second Language (ESL). There are several forms to fill out.
Here is an example:

Registration (sample)

Name _____

Address _____

When did you enter the United States? _____

Country of birth _____

Student's first language _____

Father's (guardian's) name _____

Mother's (guardian's) name _____

Please give the name and phone number of someone who speaks English that we can contact for information or questions: _____

Emergency contact: _____

If your child gets sick at school, whom should we call?

Name _____ **Phone Number** _____

When you go to register, you may receive a note like this:

It's the Law in Minnesota

Kids Need Shots for School!

Find the child's age/grade level and read across to the right. Each row is meant to be read separately, so don't add up the columns of checkmarks under each vaccine.

To go to school in Minnesota, students must show they've had these immunizations:

	DTP diphtheria, tetanus, pertussis (whooping cough)	Polio (OPV and/or IPV)	MMR measles, mumps, rubella	Hib Haemophilis influenza, type B	Hepatitis B
Preschool and High 5	✓✓✓✓	✓✓✓	✓	✓	
Kindergarten (6 years old and younger)	✓✓✓✓✓ (total if none given before) (5th shot not needed if 4th was after age 4)	✓✓✓✓ (total) (4th polio shot may not be needed if 3rd was after age 4)	✓		✓✓✓ (starting in school year 2001-02)
Age 7 through 6th grade	at least ✓✓✓ (if none given before)	at least ✓✓✓ (if none given before)	✓		
7th through 12th grade	at least ✓✓✓ AND one Td shot is required at age 11 or older*	at least ✓✓✓ (if none given before)	✓✓		✓✓✓ (for 7th graders only, starting in school year 2001-02)

*unless a Td (tetanus-diphtheria) was given after the 7th birthday; then it must be repeated 10 years after the last dose.

These are the shots the school law requires. Parents may get a legal exemption from the school law for medical reasons or conscientiously held beliefs.

School children also need a shot for varicella (chicken pox), which is not required by the school law. And all children should be protected by hepatitis B shots - not just those required to have them by law.

For more information, call your doctor, clinic, health plan, or the Minneapolis Public Schools HotShot Line (612) 588-3003.

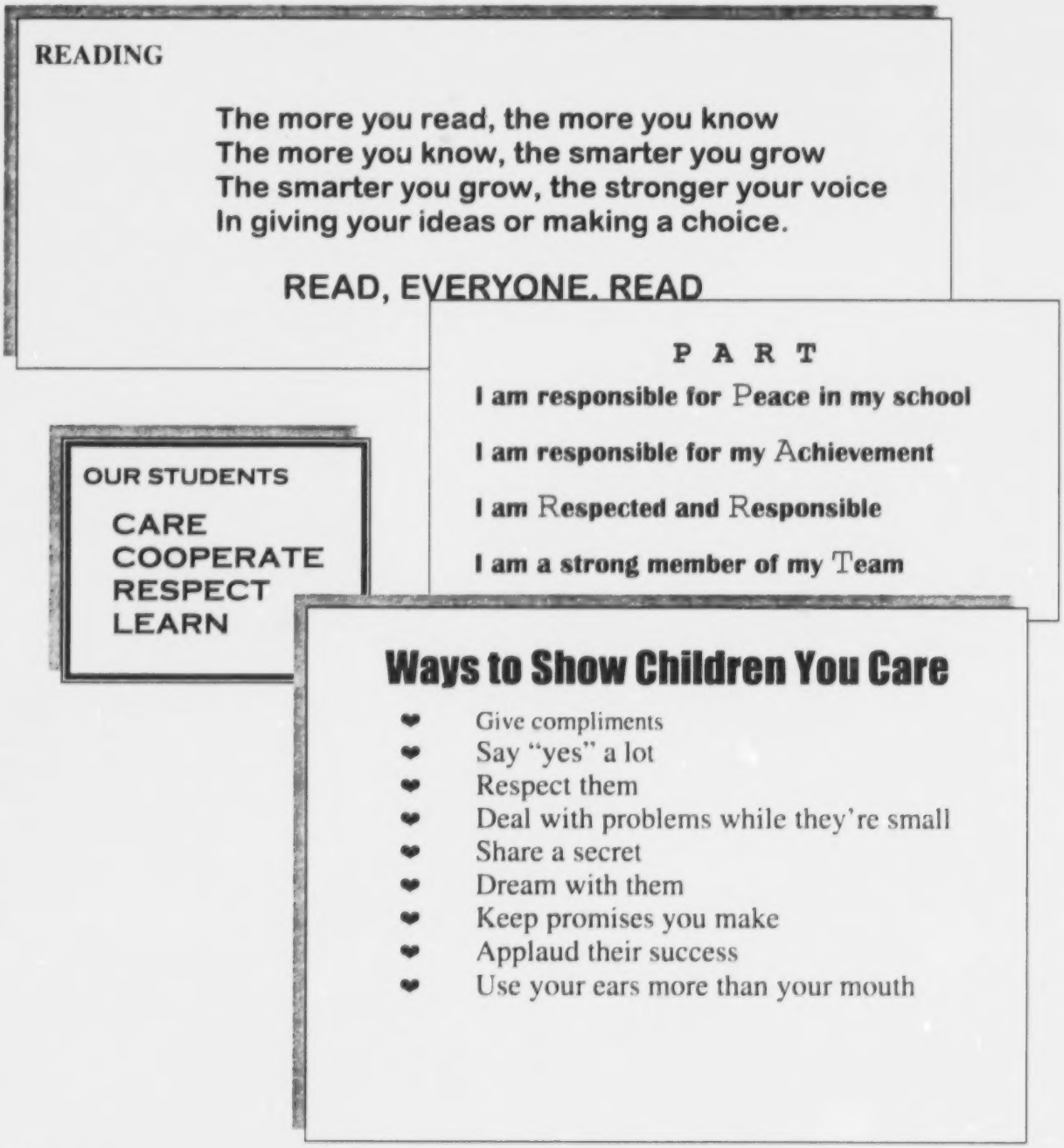
Kindergarten _____

Age 7 - 6th grade _____

7th grade - 12th grade _____

From School Walls

Schools often have signs and posters on their walls for students and staff to read and learn from. Here are some examples:


READING
The more you read, the more you know
The more you know, the smarter you grow
The smarter you grow, the stronger your voice
In giving your ideas or making a choice.
READ, EVERYONE. READ
P A R T
I am responsible for Peace in my school
I am responsible for my Achievement
I am Respected and Responsible
I am a strong member of my Team
OUR STUDENTS
CARE
COOPERATE
RESPECT
LEARN
Ways to Show Children You Care
Give compliments
Say "yes" a lot
Respect them
Deal with problems while they're small
Share a secret
Dream with them
Keep promises you make
Applaud their success
Use your ears more than your mouth

Don't hit me,
TEACH ME what you want
Don't ignore me,
SHOW ME a better way.
BE WITH ME , GUIDE ME,
LOVE ME.

Respect children;
They are wonderful people.

Together
Everyone
Achieves
More

→ an ss:
r child's school?

→**Write a new sign that you would like to see at your child's school. Draw it in the box below.**

Schoo
orderl

Here are some examples of rules at school:

1. Walk, don't run, in the hall

2. Talk quietly in class
3. Clean up your table after you eat lunch
4. Use your book carefully
5. Leave your hat in your locker

Consequences

If students do not obey the rules, here are some consequences they might have:

1. Stay after school
2. Talk to the principal
3. Stay in from recess
4. School calls parents

Parent Biography:

→ **Write three rules from school in your country. What were the consequences if you did not obey?**

Rules:

1. _____
_____

2. _____

3. _____
_____

Consequences:

1. _____
_____

2. _____
_____

3. _____
_____

Parent/Student Interview:

→ Ask your child about school rules. Ask him or her, "What are the rules at your school?"

→ What happens if you break a rule? What is the consequence? Write your answers in the boxes below.

Rule	Consequence

3. Class Activities

Students take part in many different activities in class to help them learn. Sometimes the teacher may give a lecture to the students, but there are many other kinds of activities and tasks that students do. Here are some examples of activities you might see in your child's school.

Silent/Quiet Reading

All students in class choose a book that they like and read it quietly for about twenty minutes without talking. Sometimes all the students, teachers and other staff in the whole school stop work and read at the same time. Another name for this activity is DEAR—Drop Everything And Read.

Projects

In addition to reading and writing assignments, students may also do projects. A project is something students make or do. It is a chance for them to show what they know and to use the information and skills they are learning.

Students often make something as their project. In science class students might build a simple lamp. They might make several model bridges and test their design to decide which is the strongest. In wood shop, students might make a shelf. Part of the project might be done at school and part of it might be done outside of school. Sometimes a group of students works on a project together.

- In social studies, they might make a newspaper about an event in history, like the Civil War.
- In art, students might create something out of clay, like bowls or dishes.
- In music, they might write a song.
- In math, they might plan an event, decide on the amount of supplies, and then calculate the cost of the supplies.

Themes and Interdisciplinary Units

Sometimes students study a topic or theme, such as the sky, for a period of weeks. All their assignments will be related to this subject. They may read stories about the solar system, solve math problems about planets and stars, and do art projects about the moon. Science, math and reading will all be about the solar system, for example. Some other examples of themes include: pets, the rain forest, families and adventures.

Sharing Time

For "Show and Tell," students bring something from home and tell their classmates about it for a few minutes. It can be a picture, a toy, or clothing—anything that they think is interesting and that they can talk about for a few minutes. Let them practice their presentation while you listen. They can also say it into a tape recorder and then play it back so they can listen to themselves.

Book Reports

After they read a book, students often write a report for their Language Arts class. Some questions they may answer are about facts from the story. For example:

- Where and when does the story take place?
- Who are the characters in the story?
- What problem did the characters have?

Other questions may ask for an opinion or ask the student use his or her imagination:

- Which was your favorite part of the story?
- Write a different ending for this story.
- In this story, who would you like to be?

→ **Here is an example of a Language Arts assignment. Read the beginning of the story and write the information from the story in the boxes on the chart on the next page:**

Robleh and Rageh

This is the story of two good friends and how they almost lost their friendship. It happened many years ago in an ancient country named Awdal, which stretched from the mountains to the Red Sea. The kingdom was ruled by a great king who lived in a beautiful palace in the city of Abassa, near Bora.

At this time, in a farming area far from the city, there lived two poor boys who were best friends. Their names were Rageh and Robleh. Rageh was older but Robleh was taller. Rageh was good at studying and Robleh liked to be outside. The boys grew up together and shared many things. They went to the same school to study and used the same board for reading and writing. They played together and never argued or fought. In fact, they always got along. Besides going to school, the boys learned a lot from their families and community. From the time they were little boys, they learned how to plow, weed and harvest. They also learned how to milk goats and camels, and protect the animals from hyenas and lions. By the time they were teenagers, they could load camels and donkeys, get drinking water from distant wells, and move the family during times of drought. But even with all their hard work, their families were poor and life was difficult.

When they were seventeen years old, the boys knew that they would have to leave their village to find jobs so they could send money home to help their families. And so they decided to go to the great city of Abassa to look for work.

Language Arts Assignment

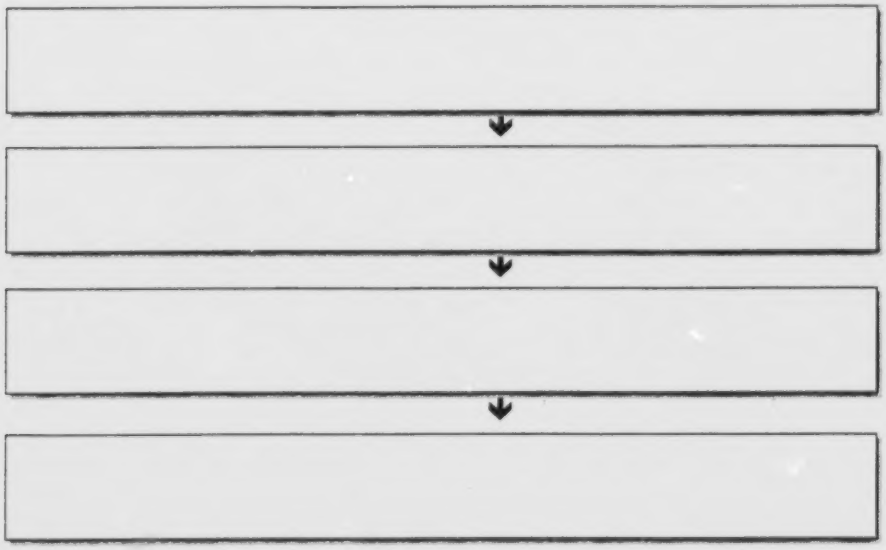
Title

Setting

Characters

Problem

Events / What happened?



Solution

Physica

Physical _____ clothes, like shorts or gym pants, are usually required in junior high and high school so children may have to change their clothes for this class.

Problem Story

Amira's oldest daughter, Nahid, is a student in the seventh grade. Physical education is a required class for seventh graders. Amira does not want her daughter to wear shorts and a T-shirt in the gym because it is against her beliefs about clothes for girls. What should she do?

→ Discuss and answer these questions:

How does Amira feel? _____

_____

_____

How can Amira explain the problem in English? _____

_____

_____

Who can she talk to at the school? _____

_____

_____

What can she do? _____

_____

_____

Spelling Tests

Each week students may have 10 to 15 words that they learn to spell and use correctly in writing. Each grade level has different words. At the end of the week there is usually a test. Sometimes a school has a contest between classes to see how many words students can spell correctly. This is called a "spelling bee."

Homework

Teachers give homework to help students practice the things they are learning in class. Students often have about six hours of homework assignments each week. Elementary students might have half an hour of homework. Older children might have longer assignments. There may be a grade for homework on the report card. You can find out about the homework rules at your child's school from the teacher.

Parent/Child Interview:

- → **Talk to your son or daughter about homework that the school gives.**
- → **What kind of homework do they have?**
- → **How long does it take? Write the answers below.**

My children have about _____ minutes of homework a day.

One example of homework is:_____

Another example of homework is: _____

They do their homework at _____o'clock.

4. How Do They Study?

Independent Work and Group Work

Students sometimes work alone and sometimes together. Students often complete their work individually, but they also often work in cooperative groups. In these groups, students work together as a team to complete their work. Each student has a different job in the group. One student may write down the answers. Another student may be the timekeeper and help everyone stay on schedule to finish the assignments. Another may report the group's answers to the rest of the class.

Where Do They Study?

Students may study in one classroom or they may move to different classrooms during the day. Here are some places they might go to study: **Gym, Lunchroom, Auditorium, Library, Computer Room.**

Many schools have computers in the classroom and in the library for students to use. Some schools have a separate computer laboratory.

Parent/Child Interview:

→ **Ask your child about places at his or her school. Fill in the information in the chart below.**

Place	Activity
Auditorium	
Science Laboratory	
Gym	
Lunchroom	
Media center	

5. Other School Activities

Outside the Classroom

School Events

Schools have opportunities for many kinds of activities in addition to regular schoolwork. There may be plays and musical performances by the orchestra, band or chorus. School teams may play basketball, soccer or hockey. Families may receive invitations to attend these events, which may be during the day or in the evening.

Here is an example of an invitation:

Dear Parents,

You are invited to attend the winter concert at Lincoln High School on December 10, at 7:00 p.m. in the auditorium. We hope you can attend. Call the school at 926-3076 and tell us if you can come.

→ Fi

Information Given	Action Required

Problem Story

Peter and Maria's children go to the Bancroft School. The school is having an open house for parents in the evening. Parents will come and discuss schoolwork and meet the teachers. Peter and Maria do not want to go because they think their English is not very good. Their children want their parents to go to the open house.

→ Discuss and answer these questions:

How do Peter and Maria feel? _____

_____

_____

_____

How can Peter and Maria explain the problem in English? _____

_____

_____

_____

Who can they talk to at the school? _____

_____

_____

_____

What can Peter and Maria do? _____

_____

_____

_____

Field Trips

Some educational activities happen outside the classroom. Students and teachers sometimes take trips to the zoo, to museums, to government buildings, to historical places or to plays at a theater.

Field trips are important because students get a chance to see places, things or animals they are studying with their own eyes.

Parents usually fill out a permission slip when the children go on a field trip.

Mr. Smith's 5th grade class is going to the Science Museum on June 1, 2001 at 9:00 a.m. to see an exhibit about Minnesota geology.

→ Fill out the permission slip below with the correct information for the field trip:

Field Trip Permission

I give my permission for my child, _____, to go on the field trip to _____ _____ on _____ at _____.

Grade or Group _____
Teacher who will go on the trip _____
_____

I believe that there are plans for proper care of the students. I will not hold the school or teacher responsible for any accidents.

Signed _____
Date _____

Problem Story

Kim's oldest son, Van, is in high school. His class is raising money to go away for a weekend science trip. Kim does not like this idea, and she doesn't want him to go. Van wants to go and be part of the activity. Science is his favorite class, and he doesn't want to be different from the other kids in his class.

→ Discuss and answer these questions:

How does Kim feel? _____

_____

_____

_____

How can Kim explain the problem in English? _____

_____

_____

_____

Who can Kim talk to at the school? _____

_____

_____

_____

What can Kim do? _____

_____

_____

_____

Other School Activities

Special Celebrations

In addition to regular schoolwork, there are other activities at school.

Classes may do special things for holidays. At Halloween some students may dress in costumes. There may be candy and other treats to share. On Valentine's Day students may make paper hearts to give to each other. On many holidays, people may bring candy or cookies to share. Sometimes classes celebrate students' birthdays.

Some educational activities happen outside the classroom.

Fund Raisers and Sales

Schools sometimes need extra money for sports, field trips or after-school programs. Sometimes students help to raise money for these extra activities by selling things like candy, magazines or pizza. The students sell these things to their relatives and neighbors, who buy these things to help the school. This helps the schools with money for extra activities and also gives the students a little experience with business by being a salesperson and keeping records of what they sell.

Problem Story:

Musa's class is selling candy to make money for a field trip to the zoo. His mother doesn't think he should try to sell candy to his relatives.

→ **Discuss the problem in a small group. Choose one person to report your suggestions to the rest of the class.**

What should Musa's mom do? _____

_____

How can Musa's mom explain her problem in English? _____

_____

Who can she talk to at school? _____

What do you think she can do? _____

_____

_____

School Pictures

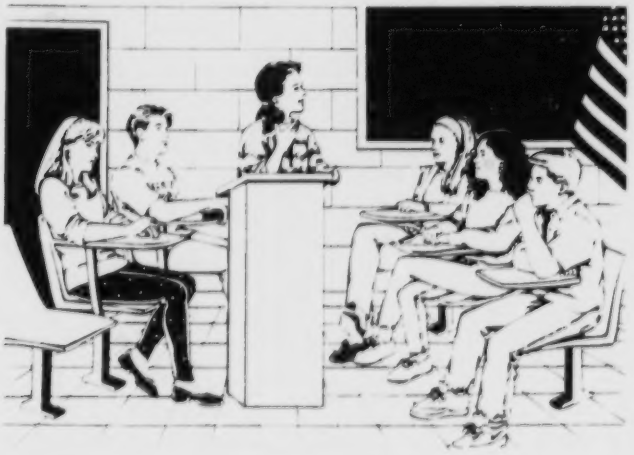
Schools take each student's picture once or twice a year. The pictures are put in the student's records. Some schools put a picture on the student identification card, too. Often you can buy these school pictures for your family, if you want.

Parent/Child Interview:

→Ask your child about the following activities at his or her school:

(circle yes or no)

My child's school has picture day	YES NO
The class goes on field trips	YES NO
They sell things such as candy	YES NO
They do projects	YES NO
They celebrate holidays	YES NO
They write book reports	YES NO



6. Helping at Home

Here are some things parents can do at home to help children with school assignments.

Practicing and Reviewing

Help students review for spelling or other tests. In spelling, dictate the words one-by-one and let the student write them down and check the answers. To prepare for other tests, students can write down questions they think the teacher might ask and then try to answer them.

Help students prepare for sharing time or Show and Tell. Let them practice and rehearse with you what they are going to say in class.

Parent/Student Homework

Sometimes teachers send home homework for parents and students to do together.

Here is an activity a math teacher sent home for an elementary school student:

> Find some things at home with a price on them—cans of food, for example, or a notebook. Pretend that you are a clerk at the store. A customer pays for each thing with some dollar bills. Show someone at home how you would make change. You can use pennies, nickels, dimes and quarters. Show two ways you can make change. Write your answer on the paper.

Example: The customer buys a notebook for $ .50. He gives the clerk $1.00. The clerk gives back 2 quarters. Show another way to make change.

Helping with Homework

Tell your children that homework is important!

Have a special place where students can work on their homework every day. Have a box for their supplies, like notebooks and pens.

Check that homework is done before children play or watch television.

Look over homework. If you don't know English well, here are some things you can ask: "Tell me what your homework is about. What is important to remember from this assignment?"

Or you can say:

"It looks like you worked hard."

"This looks neat and careful."

"It looks like you spent time on this."

More About Homework

Schools often recommend that children read about 25 books a year so that they will be strong readers. Students may choose their own books or the school may suggest some good books.

Helping with Reading

How can families help with reading?

Schools suggest this: Set some time for reading and writing every day. Teachers say that 25 minutes a day will help a lot to improve reading skills. It is especially helpful when families sit down and have a reading time together. Families can read at home or at a nearby library. Younger children can look at picture books. Students who don't read well yet can listen to books on tapes; you can check out these tapes at the library.

7. Communication with the School

Notes from School

→ **Read the following note:**

Dear Family,

We will study oceans for the next few weeks. We will build a model of the oceans in class. You can help your child learn at home. You may have things that students can use to build their models, such as wax paper or plastic bags.

Thank you for your help.

→ **Fill out the form below:**

Information Given	Action Required

Newsletter

Schools often send home a newsletter to tell families about events at school. Here is an example of a newsletter story:

Adams Elementary School Newsletter

Spring 2000

Upcoming Events

On May 5 every class will plant two trees at school near the playground. There will be a special assembly program outdoors unless it is too cold.

The school carnival will take place on June from 5:00 to 8:00 pm in the auditorium. We need donations that can be used as prizes. Please ask at neighborhood stores if they will donate prizes for our carnival. Call Ms. Farid for further information.

Notes from the Media Center

Third graders are using word processing to finish their reports. They are also making illustrations for the assignment.

The library will be closed after Friday. Please return all books to the media center next week.

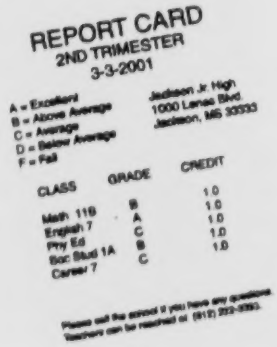
→ Fill out the form below:

Information Given	Action Required

Report Cards

During the year, students receive report cards (Student Progress Reports) which tell about their schoolwork. They may get these reports three or four times a year. The report cards include information on subjects like reading, writing, math, science and social studies. Students may receive a letter grade such as A, B, C, or D. "A" means excellent, "B" means good and "C" means fair. Sometimes students may receive a number grade such as 4, 3, 2 or 1. "4" is excellent, "3" is good and "2" is fair. "1" means the student needs to improve.

Report cards also give information about work habits and social skills.


REPORT CARD
2ND TRIMESTER
3-3-2001

A = Excellent
B = Above Average
C = Average
D = Below Average
F = Fail

Jackson Jr. High
1000 Lanier Blvd
Jackson, MS 39333

CLASS	GRADE	CREDIT
Math 118	B	1.0
English 7	A	1.0
Phy Ed	C	1.0
Soc Stud 1A	B	1.0
Career 7	C	

Please visit the school if you have any questions.
Teachers can be reached at (910) 222-3333.

- **Social Skills**

Here are some examples of social skills you may see on the report card:

- Shows respect for other people
- Cooperates with others
- Participates in group discussions

- **Work Habits**

Here are some examples of work habits:

- Works carefully
- Follows directions
- Returns homework on time
- Tries hard

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Here is a sample report card for Sue Lee.

→ **Look at her grades and answer the questions below:**

Student Progress Report
GRADE 4

Student Name Sue Lee

School _____ **Teacher** _____

Days Absent

Fall	Winter	Spring
3		

SOCIAL SKILLS/WORK HABITS

	Fall	Winter	Spring
Social Skills			
Participates in group discussions	2		
Works and plays cooperatively with peers	3		
Follows school rules	3		
Work Habits			
Works carefully	2		
Returns completed homework	1		
Puts forth best effort	2		

MATHEMATICS

	Fall	Winter	Spring
Number Sense			
Adds/subtracts numbers to solve problems	3		
Multiplies/divides numbers to solve problems	3		
Shape, Space and Measurement			
Estimates and measures			

HEALTH

	Fall	Winter	Spring
Knows health and safety rules	4		
Understands nutrition	4		

4 = excellent
3 = good
2 = fair
1 = needs to improve

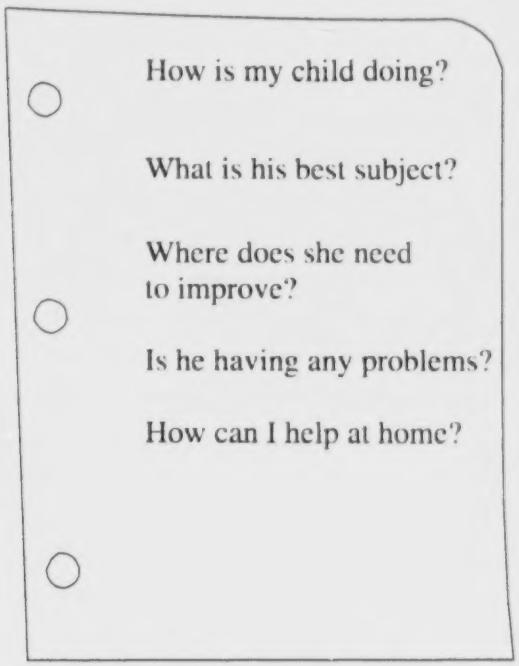
1. **What is her grade in multiplying and dividing?** _____
2. **Does she turn in her homework?** _____
3. **Which is her best grade?** _____
4. **Is she a careful worker?** _____
5. **Can she add and subtract well?** _____

Getting Ready for a Parent-Teacher Conference

Several times a year there are meetings between parents and teachers to talk about the child's work. These are called parent-teacher conferences. Parent-teacher conferences help the school and family to exchange information about children and activities at school.

Usually one conference takes place in the fall. Others may take place in the winter and spring. At the conference parents and the teacher can talk about the student's work and ask or answer questions. Parents can give their ideas about what they think is important to study and explain what goals they have for their children at school. They can talk over the child's report card.

Here are some questions you can ask at the conference:


How is my child doing?
What is his best subject?
Where does she need to improve?
Is he having any problems?
How can I help at home?

→ **Think about one of your children and fill out the following form to get ready for a parent-teacher conference.**

→ **Put a check ☑ next to things your child likes to do. When you talk to the teacher at a parent-teacher conference, you can share this information. Teachers like to know about their students' interests. Then they can help students find books they will like and choose activities they are interested in.**

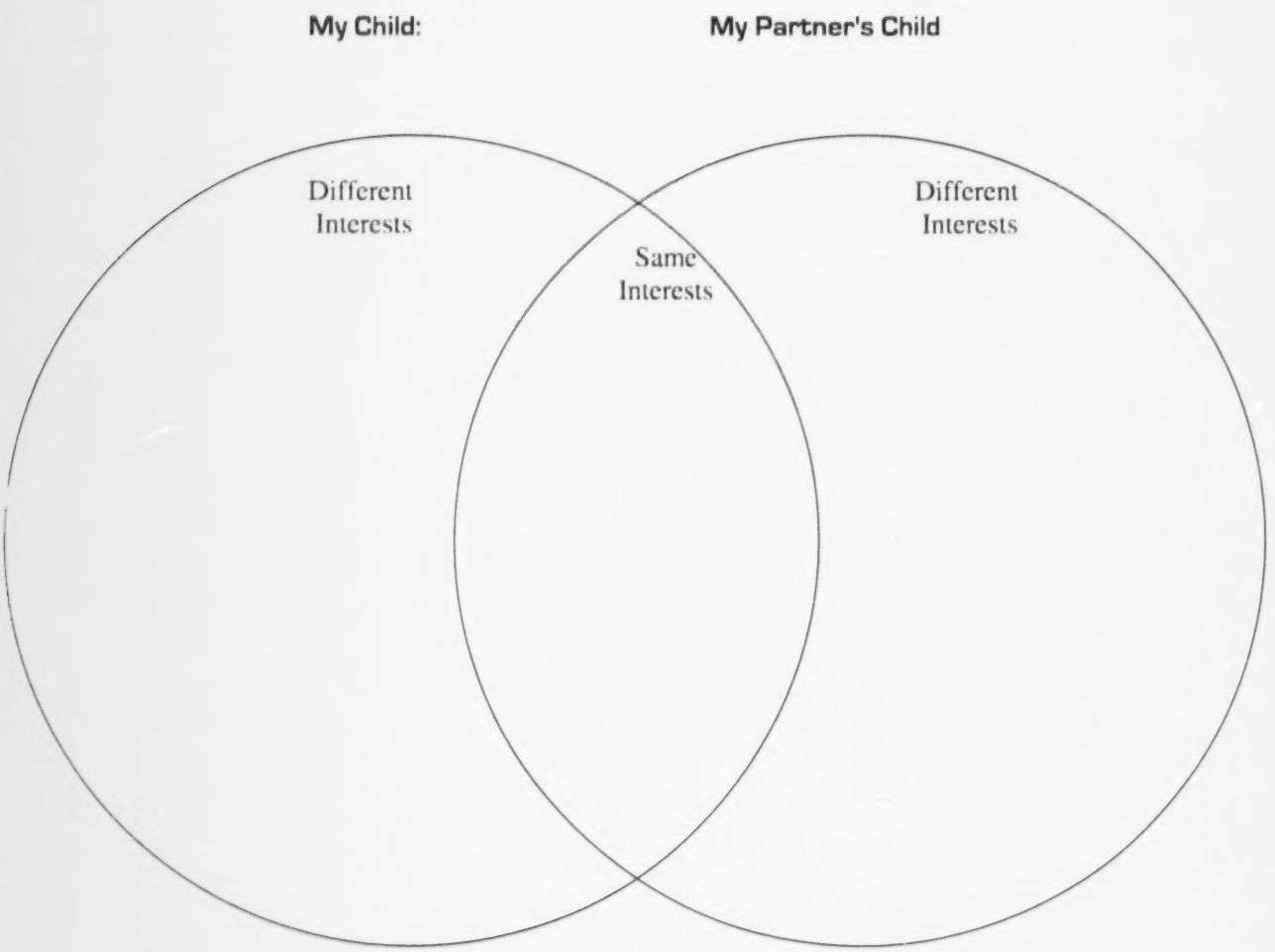
My Child's Interests

Things my child _____ likes:

- ❑ Fixing things
- ❑ Putting things together
- ❑ Using tools
- ❑ Outdoor activities
- ❑ Running
- ❑ Playing sports
- ❑ Skating
- ❑ Growing things like vegetables or flowers
- ❑ Teaching things to other children
- ❑ Taking care of others
- ❑ Cooking
- ❑ Sewing
- ❑ Playing games
- ❑ Drawing and painting
- ❑ Playing music
- ❑ Listening to music
- ❑ Reading
- ❑ Writing
- ❑ Being with friends
- ❑ Listening to the radio
- ❑ Watching TV
- ❑ Going to movies
- ❑ Taking care of pets

At school my child likes to study _____

→ **Compare your answers about your child with those of your partner. Write the interests that are different in the big circles. Write the interests that are the same in the middle section. Talk to a classmate about your answers:**



People Who Work in the School and What They Do

→ **What do you already <u>know</u> about people who work at school? What do you want to know? Write the information on the KWL chart that below:**

K	W	L
I know	I want to learn	I learned

- **Social Workers**

Social workers can help if your child is having problems at school because of being absent a lot (truant). They can also help with problems at home.

- **Counselors**

Counselors can help families choose the right classes and special programs for their children. They can help students choose a high school. They can help plan classes and courses students must take to graduate, go to college, or technical school after high school.

- **Nurse and Health Aide**

The nurse and health aide can help if your child has to take medicine at school or needs shots.

- **Media Specialist**

The media specialist works in the library. He or she can help find information in books and on the computer.

- **Custodian (building engineer)**

The custodian helps to maintain the school and fix things if they break.

- **Teacher**

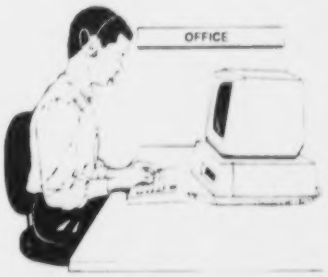
Teachers are responsible for instructing the students every day.

- **Principal**

The principal and assistant principals are in charge of the school.

- **Food Service Worker**

Food service staff can help with questions about meals at school.



- **Secretary**

The secretary can answer many questions. He/she can also help you find the right person to talk to.

→ Who can help a student with these things? Who should a student talk to about the following problems?

Problem	Person Who Can Help
His locker doesn't work	
She would like to check out a book	
He feels sick	
She doesn't understand the homework	
He needs a new lunch card	
Another student is fighting with her	
She wants to change her class schedule	
She is absent too much	
He wants to buy breakfast at school	
The school bus didn't come	

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Reflection Time

Instructors: Use this page to review lessons and check on learning.

→ **Look back at the lessons you finished and fill out the form that follows:**

Three things that were interesting:

1. _____

2. _____

3. _____

Two things that you would like to know more about:

1. _____

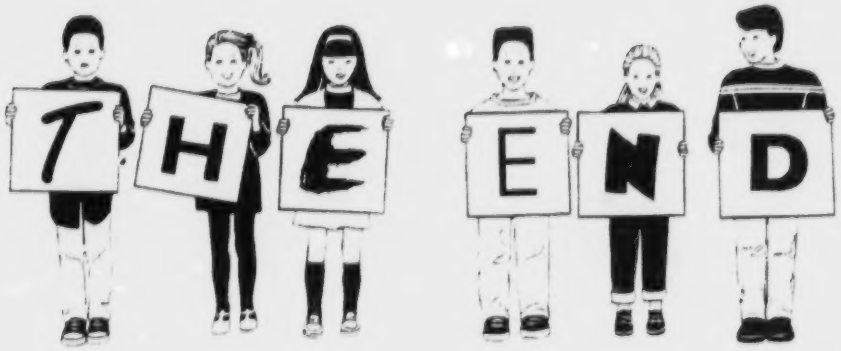
_____

2. _____

_____

One thing that was confusing:

1. _____



Module 6

Families

Module 6

Families

LEP Parent Involvement Project: A Guide for Connecting Immigrant Parents and Schools

MINNESOTA DEPARTMENT OF
Children, Families & Learning

PROJECT INFORMATION

These materials represent Phase II (Module 6) of the Limited English Proficiency (LEP) Parent Involvement Project, developed by the Minnesota Department of Children, Families & Learning (CFL) and supported with funds from the Office of Refuge Resettlement (ORR) as part of the Refugee Children School Impact Grant #90ZE0026.

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Under this grant two accompanying videos are available: **You Can Help Your Children at School,** and **You Can Talk with Your Child's School**. They are available in the following languages:

Amharic
English
Hmong
Russian
Somali
Spanish

http://cfl.state.mn.us/lep/Refugees.html

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Contact ABE/ESL 651/ 582-8424
Contact K-12/ESL 651/ 582-8594

FAMILIES

CONTENT OUTLINE

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Overview

These materials aim to help parents recognize the strengths they bring to child raising and to reassure them that the skills they have are valuable. The topics presented should provide a jumping off point for discussion, sharing and support among parents in the group.

There are six modules in the Limited English Proficient Parent Involvement Project.

1. **Bridging Cultures**
2. **Schools Are Part of the Culture**
3 **Parents Are Teachers**
4. **Discipline**
5. **Life at School**
6. **Families**

The Parent Involvement Project Training Materials were developed to be used in various adult education settings such as ESL classes, community-based organizations and parent groups for the purposes of helping immigrants and caretakers see themselves as active participants in their children's learning.

In designing the materials we had the following goals in mind:

1. To build on what people already know from their experience as parents in their own countries.
2. To help parents restore their vision of themselves as first and primary teachers. (This vision is often lost in the immigration process).
3. To create opportunities for parents to explore similarities and differences in their new and native countries and to build bridges that will link the two experiences.
4. To encourage parents to define and keep values and traditions which are meaningful parts of their cultures.

(Overview continued)

It is important to teach newcomer parents about the American education system and to enable them to find their role in the process. We hope that teachers, trainers and community leaders can use these materials with parents as a means to help them develop the skills and confidence to remain an integral part of their children's education.

It is hoped that as families develop skills and gain confidence in parenting in a new culture, they will want to become more actively involved in their children's learning, both at home and at school.

Judy Strohl, Diane Pecoraro, and Paul Magnuson, August 2001

Some Important Words to Know

→ Write the meaning in the space next to the word.

choice	
circle	
confidence	
consistent	
contribute	
correct	
encourage	
fighting	
generation	
grades	
guide	
interview	
responsibility	
role	
rules	
supervise	
support	
teasing	
violence	
Other:	

1. Families Are Part of the Culture

Families are different in different countries and cultures. Some families have many children. Some have a few. Some families have a single parent. Some have both a mother and a father. Sometimes, children live with a guardian, not with their parents. In some families, three generations live together; in others, just two generations.

Families do things in different ways, too. In some families, fathers help take care of the children. In other families, older children help to care for younger brothers and sisters. In some families the mother stays home with children, and in others, the mother works outside the home and the children go to daycare.

Family Interview

→ Interview someone in class about his or her family. Ask some of the questions from the list below and make up three questions of your own. Write the answers on your paper.

Examples of questions:

How many children are there? _____

Do grandparents live with the family? _____

Does the mother work outside the home? _____

Do married children live at home? _____

Who cleans the house? _____

Who does the shopping? _____

Who takes children to the doctor when they are sick? _____

Who helps children with homework? _____

Who attends parent/teacher conferences at school? _____

Who corrects children if they do something wrong? _____

→ Ask three more questions:

_____

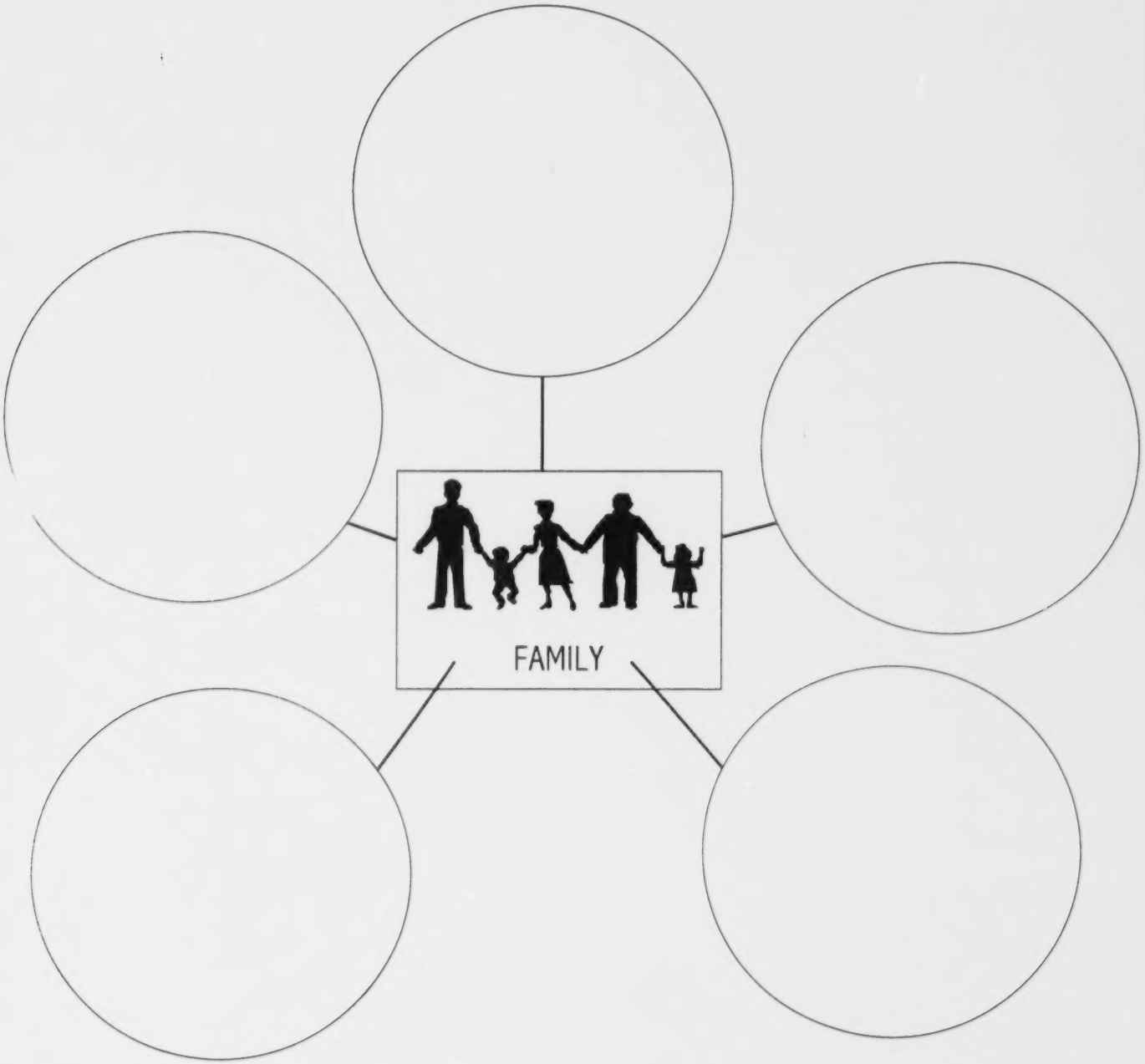
_____

_____

_____

Thinking About Families

→ **Think about families. Write your ideas about families in the circles below.**



Family Roles and Responsibilities

People in a family contribute to the family in many ways. They have different roles and responsibilities. Older brothers and sisters might help younger children with homework. They might baby-sit and do the shopping. Everyone might help to clean the house.

→ **Fill out the chart below about responsibilities in your family:**

What are the jobs of people in your family?

Responsibility	Person
Cleaning the bathroom	
Shopping for food	
Helping with homework	
Going to school conferences	
Taking children to the doctor	
Paying bills	
Correcting children if they do something wrong	
Working at a job	
Taking out the trash	

→ **Circle the three most important jobs, in your opinion. Share your answers with the class. Tell why you chose them.**

2. Parenting

Parenting Biography

Writers say that being a parent is one of the most difficult jobs in the world. Parents are often proud, but sometimes they are frustrated.

→ **If you have one child, do box #1. If you have two or more children, do box #2.**

❶ I have one child.

His/her name is _____

I feel happy when my child _____.

I feel worried when my child _____.

I feel frustrated when my child _____.

I feel angry when my child _____

_____

❷ I have ____ children.

Their names are _____

I feel happy when my children _____.

I feel worried when my children _____.

I feel frustrated when my children _____.

I feel angry when my children _____

_____

What Do Parents Do?

Three major responsibilities of parents are to teach, supervise, and encourage their children. We teach our children so that they will be prepared for the future. We supervise our children to keep them safe from harm. We encourage our children so they will have confidence in themselves and solve problems.

→ **Think about your family. Write three sentences about your own family. How did they <u>teach</u>, <u>supervise</u> and <u>encourage</u> you?**

Examples: My father taught me to play ball.
My mother watched me as I crossed the street.
My sister clapped when I sang.

1. _____
2. _____
3. _____

→ **Fill out the chart below with the information from your three sentences.**

Teach, Supervise and Encourage

	WHO?	WHAT?
TEACH		
SUPERVISE		
ENCOURAGE		

Family Rules

Countries have laws and rules. Schools have rules, and families also have rules. *The rules you* have in your family here in the United States might be different from the rules you had before in your country.

Families usually have rules so their children will be safe, so they will be responsible members of the family, and so they will be successful in school and in their future life. Often rules are about health, good behavior or school.

→1. Interview someone in class about rules for his or her family. Write the rules below.

_____

_____

_____

_____

• Are there any rules that are similar?

_____

_____

• What rules did your family have when you were a child?

_____

_____

_____

• What rules do you have in your family now?

_____

_____

_____

→ 2. Compare your rules with the rules of other people in the class.

_____

_____

_____

_____

_____

Roots and Wings

Discussion:

Americans say that parents give their children roots and wings.

What do you think this saying means?

What happens if children don't have roots?

Why do children need wings?

Do you have a saying like this in your culture?
What is it?

Tips for Helping Children Keep Their First Language

Language is an important part of culture. Keeping your first language is one way of giving children roots. Here are some ideas for helping children keep their first language:

___ Read or look at books in your first language. Ask the library to help you find them.
___ Attend language classes after school or on weekends.
___ Listen to songs and music from your culture.
___ Tell stories and poems in your first language.
___ Watch videos from your culture.
___ Look at or read newspapers and magazines in your first language. Ask the library to help you find some.
___ Use a dictionary to look up words in your first language.

→ **Put a ✔ in front of things you do now.**
→ **Put a "X" in front of things you would like to try.**

Family History

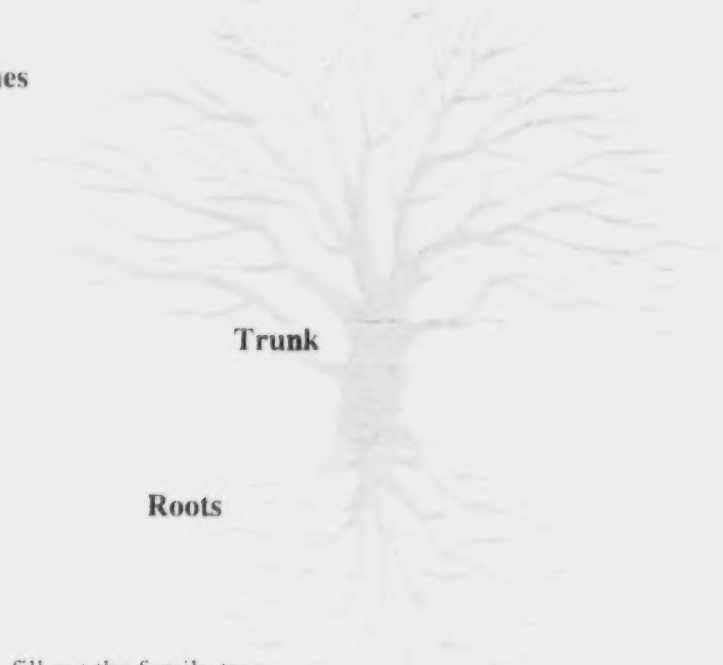
In some classes, such as social studies, teachers ask students to provide information about the country that they came from or that their family or relatives came from. The information may be about geography, history or customs of the country.

Your children may ask you to tell them about your birth country and for information about when you were a child.

Family Trees

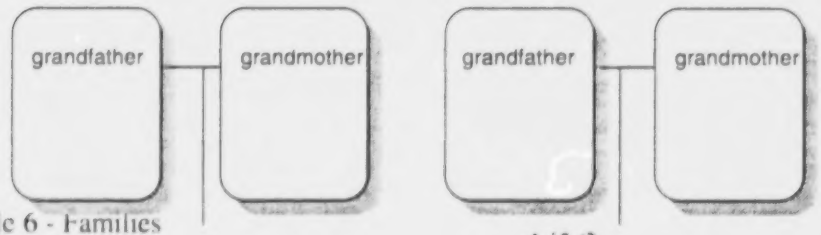
A family tree is a diagram that shows all the people in your family. It can include great-grandparents, grandparents, parents, brothers and sisters, aunts and uncles. Here is a family tree assignment that students often bring home, looking for help from parents.

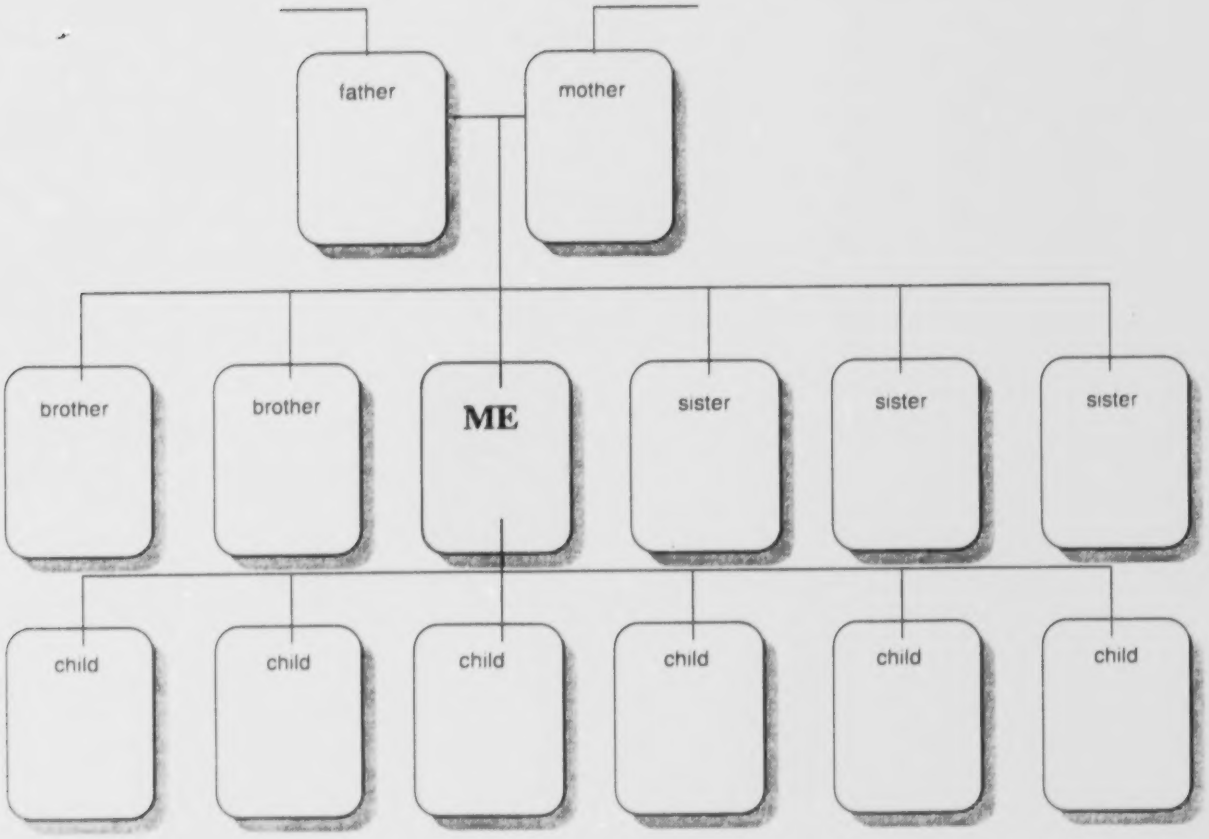
→ **Think about your family tree. Where are you on it? Are you the trunk, the branch, or the roots?**



On the next page, fill out the family tree.

→ **Fill in the family tree with the names of people in your family.**




father
mother
brother
brother
ME
sister
sister
sister
child
child
child
child
child
child

Raising Strong Children

Children will sometimes have problems in school and outside of school. At times they may face difficult situations in their lives and have to make hard choices.

They might have to decide about
• smoking • drinking • fighting • teasing • reporting someone who cheats

Problems and Choices

What are some difficult choices your child might face?

_____

_____

How can we help our children make good choices?

_____

_____

_____

Suggestions for Success

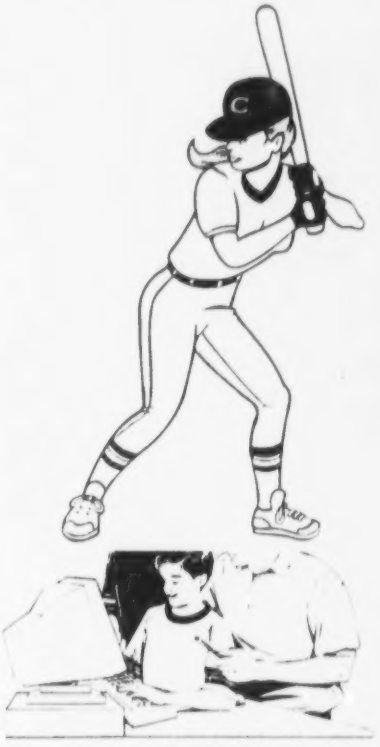
There are things that families can do to make children stronger and help them avoid danger.

Some of these things will lead to success for children:

- Good grades and attendance at school
- A strong family
- An adult to talk to
- Positive after-school and weekend activities
- Regular routines at home

These things may lead to problems for children:

- Being absent from school a lot
- Little positive attention from parents
- No respect from adults
- Stress
- Little adult supervision
- Seeing a lot of violence in life or on TV and in videos



Advice to Parents

To help keep children safe and strong, parents should:

- Spend time with their children. Talk to them and listen.
- Know their child's friends. Know where they are going and who they are with.
- Set rules and keep them. Be consistent.

- Have family time. Find activities everyone can do together.
- Ask for help from friends, school and community.

→ **Other ideas** _____

_____

_____

→ **In your opinion, which three things above are the most important for strong families? Write the three things below and tell why you think so. Share your ideas with your group. Report your answers to the class.**

The Most Important Advice:

1. _____

_____

Why? _____

_____

2. _____

_____

Why? _____

_____

3. _____

_____

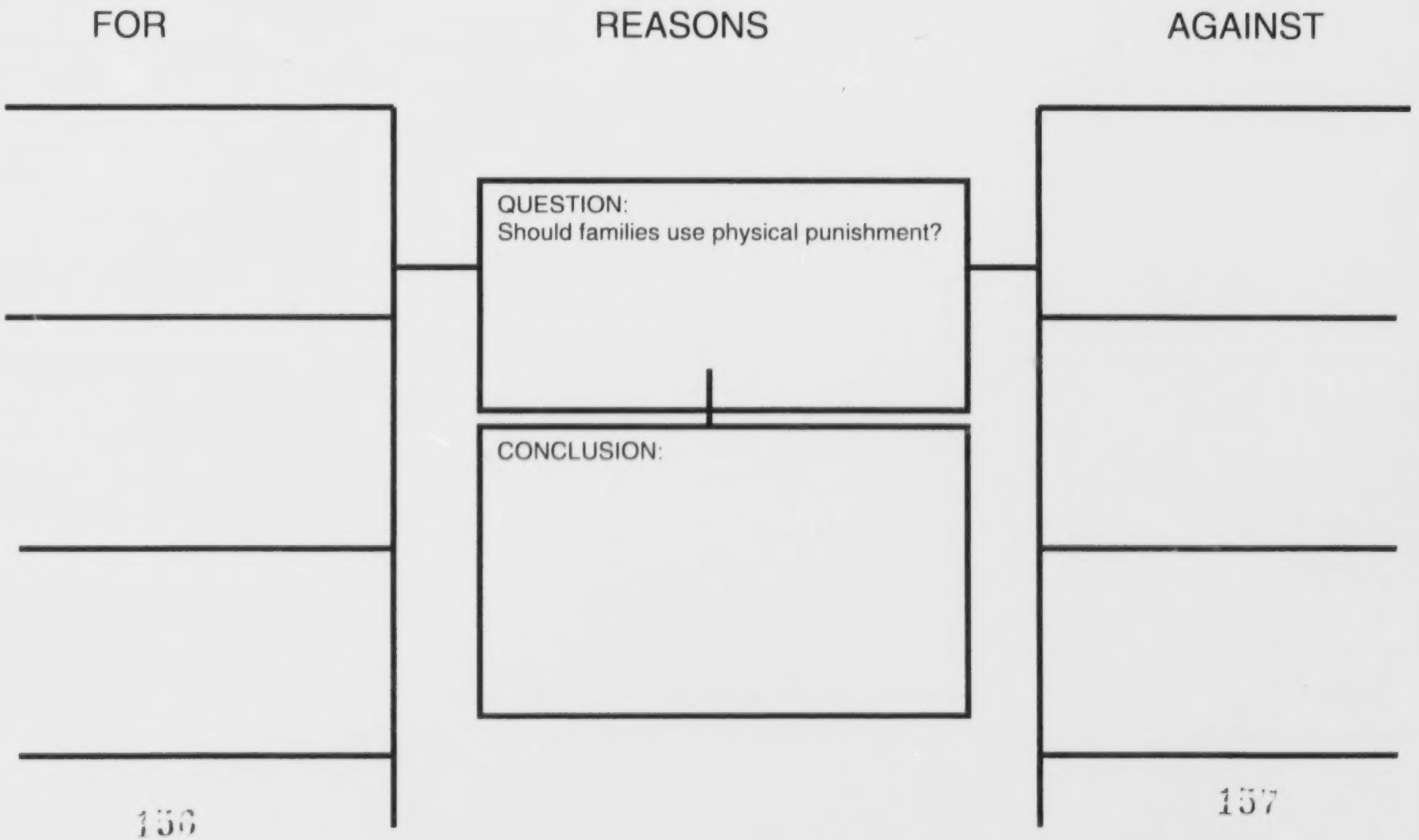
Why? _____

_____

→ **Fill out the discussion grid on the next page.**

→ Fill out the folllowing:

Discussion Web



Reflection Time

Instructors: Use this page to review lessons and check on learning.

→ Look back at the lessons you finished and fill out the form that follows:

Three things that were interesting:

1. _____

2. _____

3. _____

Two things that you would like to know more about:

1. _____

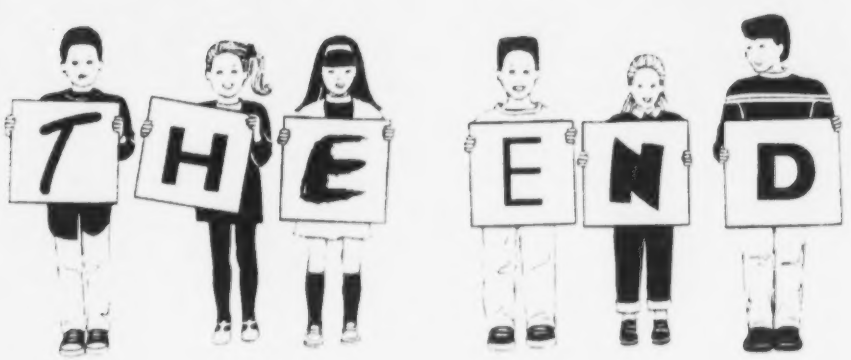
_____

2. _____

_____

One thing that was confusing:

1. _____



User's Guide

Limited English Proficient (LEP) Parent Involvement Project :

A Guide for Connecting Immigrant Parents and Schools

User's Guide

Go with the people.
Live with them.
Learn from them.
Love them.
Start with what they know.
Build with what they have.

But of the best leaders
When the job is done, the task accomplished,
The people will all say,
"We have done this ourselves."

Lao Tsu, China, 700 BC

MINNESOTA DEPARTMENT OF
Children, Families & Learning

PROJECT INFORMATION

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Under this grant two accompanying videos are available: **You Can Help Your Children at School,** and **You Can Talk with Your Child's School**. They are available in the following languages:

Amharic
English
Hmong
Russian
Somali
Spanish

Website: http://cfl.state.mn.us/lep/Refugees.html
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Parent Involvement Guide
Content Outline

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INTRODUCTION

The LEP Parent Involvement Project was developed to be used in various adult education settings such as ESL classes, community-based organizations and parent groups for the purposes of helping parents and caretakers with limited English see themselves as active participants in their children's learning.

In designing the materials we had the following goals in mind:

1. To build on what people already know from their experience as parents and caretakers in their own countries.

2. To help parents restore their own vision of themselves as first and primary teachers. (This vision is often lost in the immigration process.).

3. To create opportunities for parents to explore similarities and differences between their new and native countries and to build bridges that will link the two experiences.

4. To encourage parents to define and keep values and traditions, which are meaningful parts of their culture.

This User's Guide was designed to help you teach the modules effectively. You may be a teacher, staff of a community-based organization or the facilitator of a parent group. Whether you are experienced in the classroom or just starting out, this guide will suggest ways to use the experiences and knowledge the participants bring with them to:

1. develop their problem solving skills.

2. empower them to become actively involved in their children's education.

3. teach English within the context of parent involvement.

OVERVIEW OF THE MODULES

Module 1: Bridging Cultures

In this module participants look at similarities and differences between their culture and American culture. They define what parts of their culture are important to keep and teach their children and what parts will be difficult to keep within the new American culture.

Module 2: Schools Are Part of the Culture

Participants work on activities that build awareness of the similarities and differences in schools in their culture and American culture. Participants are asked to discuss which of the differences are most important to them.

Module 3: Parents as Teachers

In this module participants are looking at parents as teachers by talking about what they learned from their parents, what they would teach their children in their culture and what they have already taught their children. They talk about how they, as parents, can help their children be successful in school.

Module 4: Discipline

Participants begin this module by examining who their children learn from, what their children learn from, and what problems these may cause in their family. Problems that parents may have with their children and ways to work with those problems are discussed. Participants practice the art of communication: talking with and listening to their children. They also talk about praising and rewarding their children for good behavior. A section on resources ends the module.

Module 5: Life at School

This module provides extensive information on school calendars, activities and procedures.

Module 6: Families

Participants consider how the family relates to the school and how parents can maintain their culture and language.

FEATURES OF THE MODULES

These modules are at a low to intermediate reading level to make the materials available to as many Limited English Proficient (LEP) parents as possible.

The modules are designed to bring parents' experiences into the lessons and build on their experiences and knowledge. This is done in a variety of ways, such as asking the participants to talk about their cultures, asking the participants to write down what they have taught their children, and discussing ways they discipline their children.

The features that appear in the modules and how they are used are described below:

Charts are used to compare old and new cultures and to show how often a behavior or activity happens.

Stories are used to introduce problem-solving strategies. They encourage participants to think about resources in the community that can help them solve their problems.

Think Questions and Write and Discuss Questions encourage participants to talk about their role as parents, values that are important to them, and difficulties they have with the new culture.

Homework and Home Activities are opportunities to reinforce the parenting skills they already have, to try new parenting skills at home and to observe American parents with their children in American culture.

True and False statements check participants' understanding of American culture and define school within their culture.

GETTING STARTED

As you are getting ready to teach a class using the training materials, you will want to find out about the participants and their previous experiences with school. Community people who work with LEP parents have identified the following statements as barriers that may prevent LEP parents from being involved in their children's schools. As you work through the modules, be aware that these barriers may continue to block the involvement of LEP parents with their children's schools.

Language Barriers

The parents may not be able to read notices and school forms sent to their homes.

Bilingual staff or interpreters may not be available if the parents call or go to the school.

Depending on the parent's level of English, the "teacher talk" at a conference may be overwhelming.

The limited English of the parents and the school's lack of knowledge of the language of the parents may greatly inhibit necessary exchanges of information.

If the parents must bring their children to interpret for them, this undermines the parents' authority with the children. The children may not translate accurately, especially if asked to translate information they would prefer not to report.

Cultural Barriers

The parents may believe that the school alone is responsible for their children's education. Parents may not feel parent involvement activities are appropriate for them. This may be because of culturally predetermined ideas of what school should be or because the parents did not see parent involvement modeled by their parents when they were children.

Parents may not realize the importance of their attendance at conferences and participation in their children's school.

(Cultural barriers continued)

There may be a different assumption in the parents' culture as to which parent, the father or mother, should represent the family at a conference.

The whole school environment may not be welcoming. There may be no recognition of the parents' culture, no cultural symbols in view. The parents may not receive a personal note or phone call about a conference.

Teachers may not be culturally sensitive or aware of the differences in cultures that could cause misunderstanding.

Parents that have no educational experience to draw on or had a bad experience at school may not be able to provide the structure and time needed to plan for their children.

Parents may not know what is expected of them. They may not know how to respond to a notice for a conference, or they may not know what to do and what questions to ask at a conference.

Survival Barriers

Everyday survival may take all their energy. They may have none left for school involvement.

Working parents may not be able to take time off to attend school conferences. If they don't work, they don't get paid. If parents are not working outside the home, they may not attend school conferences because day care for young children is not available or affordable.

Parents may not have transportation to get to the school

The weather may prevent parents from attending conferences.

The parents may have children in several different schools, making it difficult to get to several conferences.

ASSESSMENT INTERVIEW

An assessment interview will provide you with information to help you anticipate issues before they come up in class. For example, if there are single participants with no children, they may not think the material is relevant to their lives. The assessment interview may remind them of the children they have contact with. If you know from the assessment interview that some participants have never been to school, then you can have them ask questions of others in the class when comparing schools in their country to American schools.

The following assessment interview will help participants to think about schools, questions they want answered and what they already know about American schools and culture.

1. Do you have children in preschool?
   elementary school?
   junior high school?
   senior high school?

2. If you don't have children in school,
   do you have brothers or sisters in school?
   do you have grandchildren in school?
   are you a legal guardian of a child?
   do you take care of or babysit for children in school?
   do you live in a house where there are children who go to school?

3. Is school here the same or different than school in your country?
   How is it the same?
   How is it different?

4. Did you visit your children's school in your country?
   Why? Why not?

5. Have you visited your children's school in this country?
   Why? Why not?

6. Is it easy to be a parent in this country? Why? Why not?

7. What do you want to know about American schools and American culture?

LESSON PLANNING

As teachers and facilitators of adults, we need to listen to what the participants say they want to know and need to know each day and help them to acquire that information. We can help the participants learn the skills and understand the culture necessary to be successful in a parent/school situation. We can help them take the new information and skills and apply it to what they already know and can do. We can set up situations to create successes and help them to transfer the successes to their daily lives.

In doing this we need to be sure we are not "doing for them," but that the participants are becoming independent learners and taking responsibility for what they learn. We need to ensure they have opportunities:

to learn how to learn.

to learn how to find the skills and information they need.

to learn how to work with others to solve problems.

Participants may need help in learning how to problem-solve effectively. They need to learn to look for options, for different solutions to solve the problem. After discussing the situation and agreeing on what they are working toward, barriers or restraining factors need to be identified. These may prevent a successful resolution to the problem if they are not addressed. Next, ideas and solutions should be discussed and tried. Finally, talk about the situation and what happened. Evaluate how the problem was solved and how everyone feels about the solution.

If you are experienced in facilitating group discussions, you may want to use methods you already know to teach the materials. If you are just starting out, a more traditional method of lesson planning may be helpful for getting started.

Lesson planning is preparing what to teach in a class. It is organizing materials, activities and experiences to help participants reach a goal. The more relevant the materials, experiences and activities are to what the participants want to know, the more motivated they will be to use the new information and skills in the classroom and in their daily lives.

(continued)

(Lesson Planning continued)

The form and detail in a lesson plan may vary among teachers, but there are common ideas in lessons to remember.

* Lessons should build on the participants' experiences.

* Lessons should move from known to unknown material. Review old material and use it to introduce new material.

* Lessons should be sequenced. Plan a connection from yesterday's lesson and a connection to tomorrow's lesson.

Lesson plans may include the following parts:

Goal or Objective
The goal or objective of the lesson is what the participants should know, understand, and be able to do at the end of the lesson. The goal is based on the modules and on what the participants say they want to learn.

Warm-up
A warm-up or motivation exercise gets the participants thinking about what they know about the topic and what they want to know.

Review
Review is a check to see if material that has already been presented is remembered. Reviewing the material will help to remind the students of what they know and will help you know if the students understand and remember the material that they learned at previous meetings.

Introduction of New Material
New material is what the participants want to know. It provides answers to questions and new skills and information. Since this is unknown material, try to connect it with something that is known, to the participants prior experiences and knowledge. Encourage participants to bring in their stories and experiences. Relate their experiences and knowledge to the topic.

(continued)

(Lesson plan parts continued)

Wrap-up/Summary
This connects all the parts of the lesson. It helps the participants connect goals of the lesson and the activities they have done in the class to their life. It shows them ways to transfer and apply new skills to their daily lives.

Evaluation
An evaluation tells you what the participants learned, what questions they still have, what needs to be worked on and what else they want to know.

You may find that the activities in the modules take longer than you expect. You do not have to cover everything you planned for a lesson during that lesson. The activities may generate more discussion than you expected. As the participants become more comfortable with each other and with you, they may ask more questions and the activities may take more time. The activities may lead the participants to other topics. Check to make sure the whole group is interested in the new topic. If they are, let them talk. As you encourage discussion in the class, remind the participants that they should respect others' opinions and not judge each other. Remind them that what is said by others in the class should not be talked about outside the class. Remember, you have a plan to come back to when they finish the discussion. Build on their interests and their questions. If you don't finish everything in a lesson plan, then use it to plan tomorrow's lesson.

Other Materials and Resources

The materials for a parent involvement class are not limited to these six modules. You will want to use many different activities in the lessons and include pictures, films, posters, brochures, flyers and other materials and visual aids that are appropriate to the lessons. A field trip to tour a school or to watch an extracurricular activity may be included in a lesson.

Check to see what materials are available in your community to help explain the school and parent involvement. Find out if the materials have been or can be translated. You may not have the answers to all the participants' questions. Use others in the schools and in the community as resources. The list of possible resource people at the end of Module Four may help you to find the answers.

Outside speakers may be asked to talk to the class about any of the modules. You may want to arrange for a speaker to come to class early to address some of the barriers the students mentioned in their assessment interview. Ask the participants to pick a speaker and to invite the speaker by writing a letter or making a phone call. Build the speaker's time in class into the lesson plan. Prepare the participants for the speaker and the topic. Ask the participants to prepare questions to ask the speaker. After the speaker leaves, or the next day, debrief with the class. Ask them to review what they learned. Ask for their opinions and help them apply the information to their family situation.

ACTIVITIES

The following supplementary activities will expand the materials in the modules and give the participants more opportunities to practice the new information.

Cause and Effect
Cause and effect exercises will help participants see relationships between actions. Give a participant a piece of paper with an event written on it, for example, "My daughter overslept." Ask someone to give a reason: "Because she stayed up late watching TV." Ask someone to state a possible effect: "She missed the bus and missed her math test." Ask how they could change the event. Participants can work in pairs and write their own events. Events can be positive and negative.

Cloze Exercise
A cloze exercise is a strategy for checking reading comprehension. The procedure is to take a reading passage and delete every 5th or 6th word. The participants read the passage and fill in the missing words based on their understanding on the context of the passage. The participants don't have to fill in the exact words that are missing, but the words must make sense in the passage.

For beginning readers, you may want to use material that is familiar to them, such as a story from the LEP Parent Involvement Project modules or a language experience story. For more advanced readers, unfamiliar material that relates to the topic you are discussing can be used: a letter from school or a passage from a community flyer.

Dialogue Journal
A dialogue journal is a conversation, on paper between two people, the teacher and a class participant. The journal is private, just between the two writers. No corrections are made in the writing. The correct use of language is modeled in what you write back to the participant. Any questions may be asked. You may find out more about how participants feel about the class this way than by asking orally.

Start by explaining the process to the participants and by giving each of them a spiral notebook you have made the first entry in. Invite them to write back to you. A small, 5 x 7, notebook is a good size to start with. It takes less writing to fill a page than using a larger notebook.

(continued)

(Activities continued)

Directions
Practicing giving and following directions may help participants when they visit their children's schools. Introduce key words and phrases; for example, left, right, turn, end of the hall, up, down. Have the class practice by giving directions as they tour the building the class is in. Ask: Where is the restroom, the front door, the water fountain? If possible, give directions to a room where someone will be waiting to ensure the participant arrived at the room. Have the participants give directions to each other to follow.

Group Norms
Tell the group they need to decide on the rules for working together in the class. Discuss with the group what is expected in the class: discussion, participation, respect for others' opinions, rules about eating or drinking in class. Write down what they say. Ask the group to decide which of these will be the rules for working together in the class. They may need to vote on them if there are differences of opinion. Post the rules so everyone can see them.

Talk about the steps the class went through. Have the participants write them down. Ask them to use this model with their families. They may want to use it with their children to set rules about school and homework, extracurricular activities and helping around the house.

Information Gap
In an information gap exercise, participants practice in pairs, asking questions to find information they don't have. Each participant has some information on the topic that the other does not have. They must figure out what information they need and ask for it. For example, if the topic is a note on a school conference the exercise might look like this:

(continued)

(Activities continued)

Part A

Date: October 23
To: Mr. and Mrs. Rivera
From: Mrs. Miller

A parent-teacher conference has been scheduled for November 8 at ____pm in Room ____.

Please call the school at 483-9300 if you are not able to come at that time.

Part B

Date: October 23
To: Mr. and Mrs. Rivera
From: Mrs. Miller

A parent-teacher conference has been scheduled for _____ at 7 pm in Room 23.

Please call the school at _____ if you are not able to come at that time.

The participant with part A must ask the participant with part B:
"What time is the conference?"
"What room is the conference in?"

The participant with part B will ask:
"What is the date of the conference?"
"What number do I call if I can't come?"

Interviews

Using the assessment interview, ask the participants to work in pairs and interview each other. Report the answers to the group. Ask them to interview each other about a problem that has been discussed in class. Report on the discussion or have them write down a summary.

Journal

In journal writing the participants and the teacher write about their activities, their thoughts and their feelings. Assignments may vary from, "Write about anything you want to," to "What did you do with your children last weekend?" to "What did you learn in class today? What did you think about it?" The more specific assignments, especially at the beginning, may be easier for the participants to focus on.

If you ask participants to read parts of their journals or to let you read their journals, you should be prepared to share your journal with them. Ask them to bring a notebook to class just for journal writing. A small, 5 x 7, notebook is a good size to start with. It takes less writing to fill a page than using a larger notebook.

(Activities continued)

Language Experience Story

The language experience story connects the participants' oral language to the printed word. In language experience the participant tells the teacher a story, a personal experience or information. The teacher writes down exactly what the participant says. Since the participant is telling the story it should be interesting and relevant. The written words may be new, but the participant understands the meaning. The steps are:

1. Ask the participant questions about a topic or to tell you a story related to the lesson.

2. Write down what the participant says, in his or her own language.

3. Read the story out loud, pointing to the words. Ask if the story is correct. Make changes as needed.

4. Pick out words or phrases and ask the participant to repeat them.

5. Ask the participant to read the story.

6. Ask questions about the story.

If you have writers with different levels in the class, have them work in pairs (beginner and advanced) with the beginning writer telling the story to the advanced writer. After discussing a story from the materials, participants may want to write their own stories using this technique. Language experience can also be used to write stories about their culture or their experiences with schools. It can become a group story by asking others to contribute their experiences.

After the language experience story has been created, use it for other activities:

1. Ask the participants which words they would like to learn. Write them on flash cards for practice.

2. Type the language experience story and write questions about it for the participants to read and answer.

3. Cut the story up into sentences. Have the participants put the sentences in order.

4. Cut sentences into words. Have the participants reassemble the sentences.

5. Use the story as a cloze exercise.

(Activities continued)

Listening Log
A listening log is a way to encourage participants to actively use English outside the classroom and to document the use. Ask the participants to write down the date and time of each conversation they had with one of their children and what they talked about. Ask them to do it over a set period: a day, a weekend, or a week. At the end of the time, ask them to look at their logs and group the conversations in categories. Ask them:

1. What were the conversations about?

2. How much time was spent in giving directions, asking for information, punishing, praising?

3. Discuss if the time spent in each category was appropriate. If not what could they do differently?

Phone Messages
Practicing giving and receiving phone messages may help if the school calls, or if they need to call the school. Discuss the important information of phone messages: who called, when they called, the phone number to call back, and, depending on the level, why they called.

1. Practice taking and giving messages. Read or have participants read several short sentences. For example: "This is Mrs. McNeely, Tou's teacher. Please have Mr. Xiong call me at 721-9338." The class must write down the important information and ask for spelling or to please repeat the information.

2. Pair up participants. Have one read a short message while the other writes down the information, asking for clarification as needed.

3. Have them write their own messages and practice giving them.

Photos or Slides of the School
Using photos or slides of a school can expand the content of the class beyond the classroom. It gives the participants a chance to explore a new place in a safe way.

If possible, have a participant take pictures in a school. Ask them to include signs, posters, printed material and anything confusing they don't understand.

(continued)

(Activities continued)

Show and discuss the photographs or slides. Review or teach any necessary language. If appropriate, introduce and practice the printed language. With beginning readers you may point out important words and have them copy the words. Show other pictures with the important words and ask the participants to tell you the words. For more advanced readers show the pictures and ask them what the signs say what they can tell you about the pictures. They can respond orally, or they can write about or describe the pictures.

Printed School and Community Materials
Understanding school and community materials will help the participants in their daily lives. Using materials that are useful and relevant will increase and keep their motivation. Ask the class to bring in materials they receive from school or community notices they often see. You may need to bring in examples to get them started.

Introduce the material, what it is about and its purpose. For beginning readers, ask them which words they know. Practice important words as sight words (words learned, memorized as the whole word, rather than sounded out phonetically) and have them copy the words. For more advanced readers, ask them to read the material and tell what they understood. Ask questions and let them scan the materials for the answers.

Pronunciation Practice
Use the LEP Parent Involvement Project Modules to work on pronunciation. For example, use the words of praise in Module Four, page 29, to practice.

Role-playing
Using role-playing in the class will help participants to apply problem solving skills at home.

1. Make the roles specific so the actors can identify with them.

2. Describe the situation so that the actors understand it, but don't give away any solutions.

3. Divide the group into small groups, and give each small group a role.

4. Give the small groups time to brainstorm strategies for achieving the goal of their role.

(continued)

(Activities continued)

5. Role-play with one person from each group playing the roles.

6. Repeat the role-playing with different actors.

7. Between each role-playing, talk about how they felt. Did they think of different ways to play the role during the role-playing? How would they feel if this role-playing happened to them in real life?

For successful role-playing make sure the roles have conflicting goals. The solution should not be obvious. Each role should have a problem that needs to be solved. The situation should be appropriate to the participants' interests, needs and experiences.

Sentence Completion
Use sentence completion to work on writing notes to school. Discuss what kind of notes they might write to school. Talk about what they should include in the note. Give them the start of a note (Please excuse _____ today at ____) and ask them to finish it. Talk about the answers; have them write them on the board.

Small Groups in the Classroom
Using small groups in class gives more participants a chance to practice the new skills and use English. Small groups can be formed based on levels. Group the more advanced people together with something to work on together while you work with the beginners. Remember to give the advanced group time to work with the teacher also. Grouping by levels will give each group the opportunity to paractice. There may be times when you will want to form groups so that the more advanced learners are helping the beginners. This may be for a writing exercise or to explain something in their language.

Stories
In telling stories, participants practice their speaking skills while recording a part of their culture. After talking about some of the similarities and differences between schools in their culture and the American culture, ask them to tell stories about good or bad school experiences. One person may tell the story or several may want to tell it together, adding information the others left out. Tape the story. If possible, transcribe it or ask someone from class to transcribe it. Ask the class to check for accuracy. Compile the stories as a history of their culture, particularly as it relates to school.

(continued)

(Activities continued)

Summarize
At the end of class or at the end of an activity, ask the participants to think about what they learned, or what they liked about class. Give them a couple of minutes to think and then ask them to tell you. Write what they say on the board. Don't judge or discuss. For more advanced writers, you can ask them to write their answers, perhaps in their journals, and report their answers orally.

Synonyms
Using a completed chart from the LEP Parent Involvement Project Modules, ask participants to think of other ways to say what they wrote on the chart. Have them work in pairs.

"To Do" Lists
"To Do" lists may help participants plan future activities and set goals. Start with a daily "To Do" list in class. In a very visible place, list what will happen each day. Check off activities as they are completed. Ask participants what they will do over the weekend with their children. Have them write the activities in a list format. During the following week look at the lists and have them check off what they did. If they didn't do an activity ask when they will do it. Start a new "To Do" list from unfinished activities.

Verb Drills
Using the exercises or readings from the LEP Parent Involvement Project, have participants change sentences to past or future tense. Ask them to change the tense in a story.

Word Banks
A word bank is a list of words used to build sight vocabulary. It can also be used to practice spelling and develop critical thinking skills. Select a topic based on the day's lesson. Start by asking what words they think of when you say a word, for example, "Teacher." Tell them to think of, or write down, five words. Then, one at a time, ask them to tell you while you write them on the board. With this list you can:

1. Stop here and use it as a warm-up for the rest of the lesson.

2. Build critical thinking skills. Ask them to group the words that belong together and give the groups of words titles.

3. With more advanced participants, ask them to look for prefixes and suffixes, or add prefixes and suffixes to words on the list. Talk about how these change the meaning of the words.

(continued)

(Activities continued)

4. Use some of the words for spelling practice. Remind them of root words and for spelling patterns.

5. Use the word bank exercise as a pre-reading exercise before they read one of the stories.

6. Use the word bank for a writing exercise. Ask them to use some of the words to make up their own story.

Some suggested ways for the activities to fit into the parts of a lesson plan are listed below.

Warm-up

Group Norms

Interviews

"To Do" Lists

Word Banks

Wrap-up/Summary

Cause & Effect

Dialogue Journal

Journal

Listening Log

Role Play

Summarize

"To Do" List

Review

Cause & Effect

Cloze Exercise

Directions

Information Gap

Interviews

Language Experience

Phone Messages

Photos or Slides of the School

Printed School and Community Materials

Pronunciation Practice

Role Play

Sentence Completion

Stories

Synonyms

Verb Drills

Introduce New Material

Directions

Information Gap

Language Experience Story

Photos or Slides of the School

Printed School and Community Materials

Stories

Word Banks

Evaluation

Dialogue Journal

Interview

Journal

Summarize

CONCLUSION

As you work with the LEP Parent Involvement Project, always keep in mind who the learners are. Find out what they know, what they want to know and build on their experiences. Use the materials to fit their interests and needs. Work with them to become more involved with their children's education. Look at this as joint learning. Listen to the participants and teach them. Work with the participants and learn from them. Have fun working together.

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